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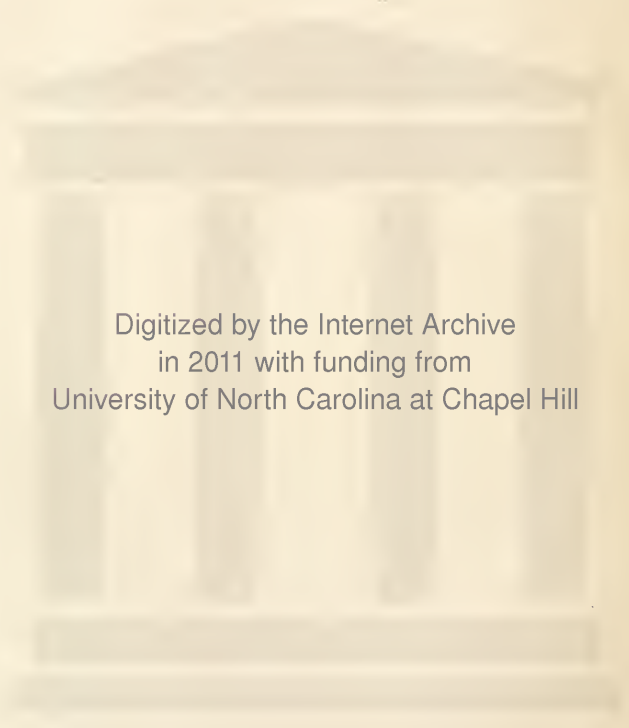


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GUILFORD COLLEGE

BULLETIN OF INFORMATION

CATALOGUE NUMBER

1929-1930

Announcement
1930-1931

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

3

Entered at Guilford College, N. C., as second-class matter
under act of Congress August 24, 1912





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ACADEMIC CALENDAR

1930

June 2ndCommencement
June 3rdRegistration, Summer School 1930
August 5thClose of Summer School
September 5thRegistration of Freshmen
September 9th

Registration of Sophomores, Juniors, and Seniors

September 10thClass Work Begins
October 4thExaminations for Removing Conditions
November 11thFirst Quarter Ends
November 27thThanksgiving Holiday
December 19th, 4:00 p.m.....Christmas Holidays Begin

1931

January 5th, 1:15 p.m.....Christmas Holidays End
January 15th, p.m., to 22nd, inclusive..Mid-Year Examinations
January 23rdSecond Semester Begins
March 7thExaminations for Removing Conditions
March 27thThird Quarter Ends
March 27thSpring Holidays Begin
April 2nd, 1:15 p.m.Spring Holidays End
May 25th to May 30thFinal Examinations
May 30thSenior Class Day
May 30thAlumni Day
May 31stBaccalaureate Service

Sermon before the Christian Associations

June 1stCommencement Day
Conferring of Degrees
Commencement Address

June 2ndRegistration for Summer School, 1931
August 4thClose of Summer School

ADMINISTRATIVE BOARDS

BOARD OF TRUSTEES

Term Expires

J. Elwood Cox, High Point, N. C.	1930
Richard L. Hollowell, Greensboro, N. C.	1930
C. P. Frazier, Greensboro, N. C.	1931
W. E. Blair, Greensboro, N. C.	1931
Zeno H. Dixon, Elkin, N. C.	1932
David White, Greensboro, N. C.	1932
D. D. Carroll, Chapel Hill, N. C.	1933
C. F. Tomlinson, High Point, N. C.	1933
Joseph D. Cox, High Point, N. C.	1934
Paul C. Lindley, Pomona, N. C.	1934
H. A. White, High Point, N. C.	1935
D. R. Parker, High Point, N. C.	1935

AUXILIARY COMMITTEES

Advisory Committee

Term Expires

Mary M. Petty	1930
Lelia D. Hill	1930
Bertha E. Cox	1930
Hettie O. Hollowell	1931
Myrtle Tomlinson	1931
Alice Paige White	1931
Elva J. Blair	1932
Helen T. Binford	1932
Notre M. Johnson	1932
Roxie D. White	1932

Girls Aid Committee

In charge of New Garden Hall

Helen T. Binford	Guilford College, N. C.
Marguerite C. Kerner	Greensboro, N. C.
Laura P. Hodgins	Greensboro, N. C.
Ada Blair	High Point, N. C.
Sarah R. Haworth	Burlington, N. C.
May R. Cox	High Point, N. C.
Ida E. Millis	Guilford College, N. C.
Evelyn M. Haworth	Guilford College, N. C.
Rachel F. Taylor	High Point, N. C.
Arta Barker	High Point, N. C.
Maryanna White Johnson	Greensboro, N. C.
Callie Cude	Winston-Salem, N. C.
Dovie Hayworth	Greensboro, N. C.

Honorary Members

Mary M. Hobbs	Guilford College, N. C.
Adelaide E. White	Guilford College, N. C.

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

Auditing and Finance—R. L. Hollowell, C. P. Frazier.

Boarding Department—C. P. Frazier, Zeno H. Dixon, W. E. Blair.

Buildings and Grounds—R. L. Hollowell, D. Ralph Parker, Paul C. Lindley, H. A. White.

Endowment Fund—J. Elwood Cox, David White.

Farm Committee—Paul C. Lindley, W. E. Blair.

Literary Committee—D. D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Officers and Faculty—D. D. Carroll, Jos. D. Cox, C. F. Tomlinson, D. R. Parker, W. E. Blair.

COLLEGE OFFICERS OF ADMINISTRATION

RAYMOND BINFORD *President*

BERTHA M. B. ANDREWS *Dean of Women*

E. ELTON TRUEBLOOD *Dean of Men*

KATHARINE C. RICKS *Librarian*

N. ERA LASLEY *Registrar*

HILL TURNER *Business Manager*

MAUD L. GAINNEY *Treasurer*

ELIZABETH BRUCE *Dietitian*

EDNA C. HAVILAND *Matron Founders Hall*

EMILY R. LEVERING *Matron New Garden Hall*

FACULTY COMMITTEES

Athletics for Men—Carlyle Shepard, J. Wilmer Pancoast, John Anderson.

Athletics for Women—Bertha M. B. Andrews, Eva Miles, Dorothy Gilbert.

Campus—L. L. Hobbs, Hill Turner, J. Paul Reynolds.

Credentials—N. Era Lasley, Carlyle Shepard, Samuel Haworth.

Debates—D. Elton Trueblood, Elwood C. Perisho, Philip W. Furnas, Duane McCracken.

Examinations—J. Wilmer Pancoast, J. Paul Reynolds, Eva Miles.

Executive—L. L. Hobbs, Hill Turner, Samuel Haworth, Bertha M. B. Andrews, D. Elton Trueblood.

High School Day—D. Elton Trueblood, Bertha M. B. Andrews, John Anderson, Carlyle Shepard, and Elizabeth Bruce.

Lectures and Entertainment—J. Wilmer Pancoast, Elwood C. Perisho, Maud L. Gainey, Helen T. Binford, Max Noah, Hill Turner.

Library—Katherine C. Ricks, Dorothy Gilbert, J. Franklin Davis, N. Era Lasley, Philip W. Furnas, E. G. Purdom, G. S. Mumford, R. G. Frounick.

Personnel—D. Elton Trueblood, E. G. Purdom, Carlyle Shepard, John Anderson, Hill Turner, Duane McCracken, B. M. B. Andrews, Dorothy Gilbert, Elizabeth Bruce, N. Era Lasley, Emily R. Levering, Katharine Ricks, Edna C. Haviland.

Publications—Samuel Haworth, N. Era Lasley, Philip W. Furnas, Elwood C. Perisho, Hill Turner.

Social—Bertha M. B. Andrews, D. Elton Trueblood, Helen T. Binford, J. Wilmer Pancoast, E. G. Purdom, Eva Miles.

FACULTY

RAYMOND BINFORD *President of the College
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS *President Emeritus*

A.B., Haverford College, 1876; A.M., Haverford College, 1883; LL.D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS *Professor of Greek and
Biblical Literature*

A.B., Haverford College, 1875; A.M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO *Lecturer, Professor of
Geology and Director of College Extension*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL.D., Earlham College, 1910; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor Geology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, Guilford College, since 1920.

J. WILMER PANCOAST *Professor of Mathematics*

B.S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor in Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

EVA GALBREATH CAMPBELL *Associate Professor
of Biology*

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University, 1919; Graduate Student, University of Chicago, summer 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Graduate Student, Ohio State University, summer 1924; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

SAMUEL L. HAWORTH *Professor of Biblical
Literature and Religion*

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

*ALGIE INNMAN NEWLIN *Professor of History
and Political Science*

A.B., Guilford College, 1921; A.M., Haverford College, 1922; Graduate Student Columbia University, summer 1923; Graduate Student University California, summer 1924; Graduate Student University of Wisconsin, summer 1925; Graduate Student Johns Hopkins University, 1926-1927; History, Burlington High School, 1922-1923; History, Pacific College, 1923-1924; Guilford College, 1924-1926, and since 1927.

HILL TURNER *Business Manager of the College
and Professor of Education*

A.B., Vanderbilt University, 1918; A.M., Columbia University, 1924; Research Scholar, Columbia University, 1925-1926; Teacher, Massey Preparatory School, 1913-1918; Educational Director, Prison Service of Y.M.C.A., Europe, 1919-1923; Business Manager and Professor of Education, Guilford College, since 1926.

DOROTHY LLOYD GILBERT *Associate Professor
of English*

A.B., Earlham College, 1925; A.M., Columbia University, 1929; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, 1926-1927; Instructor in English, Guilford College, 1926-1928; Associate Professor of English, since 1929.

*On leave of absence.

DUANE MCCracken *Professor of
Economics and Business*

A.B., Penn College, 1918; A.M., University of Wisconsin, 1920; Teacher in Public Schools of Iowa, 1913-1914; Teacher of Economics, Hibbing Junior College, 1920-1922; Instructor and Graduate Student in Economics, University of Minnesota, 1922-1927; Professor of Economics and Business, Guilford College, since 1927.

D. ELTON TRUEBLOOD *Dean of Men and
Professor of Philosophy*

A.B., Penn College, 1922; S.T.B., Harvard University, 1926; Graduate Student, Brown University, 1923-1924; Student Hartford Theological Seminary, 1923-1924; Student Woodbrook, (England), summer, 1924; Graduate Student Harvard University, 1924-1926; Dean of Men and Professor of Philosophy, Guilford College, since 1927.

BERTHA MAY BELL ANDREWS *Dean of Women and
Director of Physical Education for Women*

Graduate of the Normal School of Gymnastics, now the Department of Hygiene, Wellesley College, 1904; The Bible Institute, Chicago, summer, 1906; Student of Spanish, Buenos Aires, 1909-1910; Columbia University, summer, 1926; Head of Department of Hygiene and Physical Education, Moses Brown School, 1904-1906; Acting Head of Physical Education, Miss Knox School, 1907-1908; Head of Department of Physical Education N. C. C. W., 1908-1919; Missionary in the Argentine Republic, 1909-1913; Head of the Department of Hygiene and Physical Education, Bates College, 1913-1917; Dean of Recreation Course for War Workers and Acting Head of the Division of Physical Education, National Board of the Y. W. C. A., 1918-1919; Organizer and Head of the Department of Hygiene and Physical Education, Colby College, 1921-1923; Dean of Women and Director of Physical Education for Women, Guilford College, since 1927.

PHILIP W. FURNAS *Professor of English*

A.B., Earlham College, 1913; A.M., Harvard University, 1916; Teacher of English, Oakwood School, 1913-1915; Instructor in English, Earlham College, 1916-1919 and 1921-1925; Graduate Student in English, Harvard University, 1915-1916 and 1925-1927; Professor of English, Guilford College, since 1927.

E. GARNES PURDOM .. *Associate Professor of Physics*

A.B., Centre College, 1923; M.S., University of Chicago, 1927; Instructor in Physics, Kentucky College for Women, 1922-1923; Instructor in Physics, Ashland, Kentucky, High School, 1923-1926; Graduate Student in Physics, University of Chicago, for five quarters, 1926-1927; Associate Professor of Physics at Guilford College, since 1927.

MAX STEPHEN NOAH *Professor of Music*

A.B., Iowa State Teachers College, 1927; Teacher's Diploma in Voice and Piano, Iowa State Teachers College, 1927; Concert Tour with Redpath Lyceum Bureau three seasons; Organist and Director of Music in the leading churches, Waterloo, Iowa, 1921, 1924-1925; Conductor of the City Male Chorus, Waterloo, Iowa, 1924-1926; Head of Department of Music, Guilford College, since 1927.

WILLIAM MILFORD LOFTON, JR. *Professor of Chemistry*

A.B., Mississippi College, 1925; A.M., University of North Carolina, 1926; Ph.D., University of North Carolina, 1928; Professor of Chemistry, Mississippi College, summer 1926; Teaching Assistant in Chemistry, University of North Carolina, 1925-1927; Professor of Chemistry, Guilford College, since 1928.

GROVER SAMUEL MUMFORD *Professor of Romance Languages*

A.B., Duke University, 1921; A.M., Columbia University, 1928; Head of the Department of Modern Languages, New Hanover High School, Wilmington, N. C., 1921-1927; Assistant Professor of Modern Languages, North Carolina State College Summer School, 1926-1928; Professor of Romance Languages, Guilford College, since 1928.

EVA MILES *Associate Professor of Modern Languages*

A.B., Pacific College, 1924; Traveler and Student in Europe, 1924-1925; A.M., Willamette University, 1926; Instructor in German, Willamette University Summer School, 1926; Professor of Modern Languages, Pacific College, 1926-1928; Guilford College, since 1928.

ROSS GILBERT FROUNICK *Associate Professor of Latin and Spanish*

A.B., Syracuse University, 1914; A.M., Syracuse University, 1925; Graduate Student, University of Michigan, summers, 1916-1925; University of Chicago, summers, 1917, 1918, 1920, 1921; Syracuse University, summers, 1923, 1924; Columbia University, summers 1926-1927; Student American Academy in Rome, Italy, summer, 1928; Professor of Latin and Modern Languages, Lebanon Valley College, 1920-1922; Instructor in Latin, Middlebury College, 1922-1923; Instructor in German, University of Maryland, 1923-1924; Instructor in German and Spanish, Michigan State College, 1924-1926; Guilford College, since 1928.

ELIZABETH CARENE BRUCE *Associate Professor of Home Economics*

B.S., University of Georgia, 1921; A.M., Columbia University, 1928; Professor of Home Economics Georgia Normal School, 1921-1927; Professor of Home Economics, Guilford College, since 1928.

DOROTHY WILBUR NOAH *Instructor in Music and Expression*

A.B., Iowa State Teachers College, 1926; special work with Lowell Welles, 1922-1925; with Luther Richman, 1925-1926; with Harriett Case, Cosmopolitan School of Music, Chicago, 1926; with Oscar Saenger, New York, 1927; with Dr. John Finlay Williams, Dayton, Ohio, 1928; Instructor in Junior Academy, Marshall Fields, 1927; Teacher in Public Schools of Iowa Falls, in 1926-1928; Instructor in Voice and Expression in Guilford College, since 1928.

FREDERICK CARLYLE SHEPARD *Professor of Education*

A.B., University of North Carolina, 1921; A.M., University of North Carolina, 1925; Graduate Student, University of North Carolina, 1925-1927; Teacher of Science, Goldsboro, 1921-1925; Greensboro, 1928-1929; Guilford College, since 1929.

EDNA C. HAVILAND *Instructor in History*

A.B., Earlham College, 1911; Teachers College, Columbia University, summer 1917; School for Arabic, Lebanon Mountains, Syria, 1920; Student Hartford Theological Seminary, 1922; Teacher of Mathematics and Dean of Girls, Oak Grove Seminary, 1911-1918; Teacher, Friends Girls School, Palestine, 1920-1927; Guilford College, since 1929.

J. PAUL REYNOLDS *Instructor in Biology*

B.S., Guilford College, 1928; M.S., University of North Carolina, 1929; Teaching Fellow in Zoology, University of North Carolina, 1928-1929; Guilford College since, 1929.

JOHN P. ANDERSON *Director Physical Education*

A.B., Hendrix College, 1924; Student University of Illinois, 1925; Peabody Summer School, 1925 and 1927; Summer School University of Michigan, 1926; Summer School Columbia University, 1929; Athletic Director High School, Forest City, Arkansas, 1925-1926; Assistant Coach, Southern College, 1926-1927; Director Physical Education High School, Roanoke Rapids, N. C., 1927-1929; Guilford College, since 1929.

CLYDE A. MILNER *Elected Dean of the College and Professor of Philosophy. Begins work September, 1930.*

A.B., Wilmington College, 1921; A.M., Haverford College, 1922; B.D., Hartford Theological Seminary, 1924; University of Chicago, summer 1924; Student at Marburg University; University of Geneva; J. J. Rousseau Institute, 1927-1928, on the John S. Wells Fellowship; Dean of Men, Earlham College, 1924-1930; Instructor in Philosophy and Psychology, 1924-1925; Assistant Professor of Philosophy, 1925-1927; Professor of Psychology, 1927-1930.

ERNESTINE COOKSON MILNER *Elected Director of
Personnel Work and Vocational Guidance.
Begins work September, 1930.*

A.B., Miami University, 1918; B.S., Miami University, 1919; Student National Training School of Y. W. C. A., summer 1920; A.M., Wellesley College, 1926; Graduate student at Ohio State University; Y. W. C. A. Secretary Miami University, 1918-1919; Instructor in McDuffie Model School Miami University; Y. W. C. A. Secretary Ohio State University, 1918-1923; Acting Dean of Women Ohio State University, 1923; Dean of Women Parsons College, 1923-1926; Dean of Women and Assistant Professor of Psychology, Earlham College, 1926-1930.

GUILFORD COLLEGE

HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered in the year 1834 under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in 1837 with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. In 1888, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the college until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is now classified as an A-Class College through membership in the Associations of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in coöperation with the North Carolina College Conference. It is also on the list of colleges approved by the American Medical Association. The work of the college, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the college. The roots of its life, however, run deep into the entire history of the State and colony of North Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672 and the records of Friends in North Carolina embrace a period of 232 years. Their desire to found an institution

of learning grew out of a conviction that a democratic fellowship, based on the individual responsibility characteristic of early Friends' meetings for worship, required an educated membership. It was founded, therefore, no so much to produce a trained ministry as to produce a trained society.

POLICY

The founders of New Garden Boarding School were interested, therefore, in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety-three years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the State requirements for the certification of teachers in the public school and it does offer special pre-medical courses and other practical, scientific, business and pre-professional studies.

The enrollment of the college is limited to a group small enough so that every member may become personally acquainted with every other member. With such a number work may be carried on in a way to bring out the finest qualities of every individual in the college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, coöperative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Everyone is essential to the well-being of the community as a whole.



Church

Library
Memorial
Y. M. C. A.

King

New Garden
Archdale

Founders
Cox

Spencer
N.Y.



RELIGIOUS INFLUENCES

Guilford College is under the control of the Society of Friends, but in its practice it is non-sectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings and in Sunday School work, faculty and students coöperate in the upbuilding of Christian character.

LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region which is noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north the famous battle ground of Guilford Courthouse. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital during that battle.

BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has been cleared for cultivation. The college maintains its own dairy and truck gardens.

The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

Founders Hall stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the college dining room, the halls of the Philomathean and Zatasian Literary Societies, the office and apartment of the Dean of Women, and reception rooms. The home economics laboratory and class rooms are also in this building.

Archdale Hall was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. In 1927, this building was completely renovated and will now house comfortably forty men. On the first floor are the Men's Center and a committee room for student activities.

Y. M. C. A. Hall was built in 1891 to accommodate the Young Men's Christian Association. On the first floor are the Y.M.C.A. hall and dressing room for the athletic teams. The second floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies. This hall also houses the music department.

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, postoffice, chemical laboratory and lecture rooms, biological laboratory, auditorium, office of the student publications, *The Guilfordian*, and *The Quaker*, and museum.

New Garden Hall was erected in 1907 by the Girls Aid Committee of North Carolina Yearly Meeting to house those girls who are willing to reduce expenses by coöperative

housekeeping. The hall affords accommodations for fifty-two girls, besides a reception room and living room for the matron. In recent years, student service has been extended to the other dormitories, but the income from the Girls Aid endowment is still used for the maintenance of New Garden Hall and for loans and appropriations to needy young women.

The Library. The present library building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fire-proof stack room with steel shelving and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains more than ten thousand volumes. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.

The reading room is well supplied with the State papers and the best magazines and periodicals representing general literature and the special departments.

King Hall. The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains seven class rooms, the physics laboratory and the laboratory for freshman science.

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams.

The Museum. The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the college.

The Gymnasium, erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

The Laboratories. The College possesses four laboratories: Chemistry, Physics, Biology, and Home Economics. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

ENDOWMENT

More important than the buildings and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the

operating expenses of the institution. Within recent years the endowment of the college has been substantially increased. The total fund now amounts to \$590,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. The plant and the endowment are now estimated to be worth \$1,050,000.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3 units
Algebra	1½ units
Plane Geometry	1 unit
Foreign Language	2 units
History	1 unit
Electives	6½ units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in Mathematics or one of the sciences to receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant must submit

in order to receive credit amounting to more than one-half unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records which the student may submit.

One unit in Biblical Literature is accepted from Sunday Schools which comply with the standards set by the Council of Church Boards of Education.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1
Vocational Subjects	
Commercial Geography5
Agriculture	2
Manual Training	2

Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed the high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 20 will be classed as irregular students.

SPECIAL EXAMINATIONS

Examinations for the removal of conditions will be held in October and March each academic year. A student applying for these examinations must notify the Registrar at least two weeks before the date of examination.

Conditions should be removed at the first regular examination period after receiving a conditional grade. In order

to take a re-examination, a student must submit a statement from some responsible person that he has covered the ground in review. If he is not prepared at the first re-examination date after the conditional grade is received, he may take an examination on the second date by paying a fee of two dollars. A student who makes application for a re-examination, and does not take it, forfeits his right for a re-examination at a later date. If he fails one re-examination in a course, he must repeat the course to get credit. Should the absence from school or illness prevent the student from taking any examinations, another opportunity will be allowed.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, and *E*. *A* indicates a grade from 91 to 100; *B* from 81 to 90; *C* from 70 to 80; and *D* from 50 to 69; and *E* below 50. The numerical grades do not appear on the reports. Failure is indicated by a grade of *D*. Such a grade carries with it the privilege of taking a special examination. An *E* grade for the semester indicates that the course must be repeated in order to secure credit for it.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration. A student who drops a course later than one month after the beginning of the semester will have a failure recorded for the course.

REQUIREMENTS FOR GRADUATION

Graduation is based on four years of study beyond the high school course. Each year consists of thirty-six weeks of study. The work is measured in semester hours. One semester hour represents one recitation and two hours of preparation, or the equivalent, each week for eighteen weeks. To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours and make an average grade of 75%.

A degree will not be given to any one who has done less than one year of work in residence at Guilford College, and the last half year of the work required for the degree must be done in residence. In the application of this rule twelve semester hours will be considered one-half year's work.

In planning a college course two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his personal interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lies in their methods of meeting these two needs of the student. Some arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses which they require all the students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture. The failure of the college graduate to have any general comprehension of the relationships of the various fields of knowledge or of the relationship of this knowledge to life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even defensible. A much better assumption is that there is a logical order in which to proceed and that it is desirable to bring this knowledge into practical relationship with life problems.

COURSE OF STUDY

The outline given below shows the general program for the college course. The subjects printed in ordinary type above the black line are required of all students. The foreign language may be Greek, Latin, French, German or Spanish, unless the choice is limited by the department in which the student is majoring. A choice is allowed between college algebra and mathematical analysis, except for students who intend to do further work in mathematics. They must take college algebra. The head of the department of Religion may allow some choice in the courses that may be taken to fulfill the requirement in Biblical literature.

In deciding what course to pursue in meeting the requirements of major and related subjects, students should consult their faculty advisers or the head of the department in which they are planning to major.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 <i>Elective</i>
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

In selecting the required subjects outlined on page 25 we have tried to proceed in a historical and logical order. English, Foreign Language and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences preceded psychology and the social sciences in the order of their development and they also, in a way, form the basis on which the other sciences are built. The natural and social sciences furnish the materials out of which a philosophy is built. A knowledge of the fine arts is highly valuable for the understanding of man and his social relationships and Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By means of informal discussion groups we will be able to point out the contributions that the natural and social sciences make to an understanding of our daily life and problems.

In the section of the curriculum marked "major and related subjects," the student has an opportunity to exercise his personal preferences and to follow some special line of study with the purpose of mastering it. He will first choose his major subject, then he will turn to the department in which his major is found and learn what related subjects are proposed. Chemistry is related to Biology; Physics is related to Mathematics. A student taking one should take the other. There will be a considerable range of choice allowed in the related subjects, but a student should bear in mind that the related subject chosen in the Sophomore year is to be continued through the Junior and Senior years and the related subject chosen in the Junior year is to be continued through the Senior year. Students expecting to teach should begin a study of Education as a related subject in the Sophomore year and should continue it through the next two years. Students who have any prospect of doing graduate work should continue the study of French and German through the Sophomore and Junior years as subjects related to the major. A reading

knowledge of these two languages is necessary for the satisfactory pursuit of graduate work.

A student must do a minimum of 24 semester hours' work in the subject he has chosen for his major and must make an average grade of 81% in that subject in order to be allowed to continue to major in it.

Candidates for the degree of bachelor of arts must elect their majors from the departments of Religion, English, French, German, Greek, History, Economics, Latin, or Music. Candidates for the bachelor of science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, or Physics.

Proficiency in the use of the English language is required of all students. This will be determined by standard tests. All students are required to take six hours of English in the first year, but students who cannot prepare themselves to pass the standard test by a course of six hours will be required to take more.

Each student is required to learn at least one foreign language. Some will be able to do this in two years. Others may require a longer time. A standard test will be provided to determine whether or not a foreign language has been learned.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

EXTRA HOURS

No student shall be allowed to carry more than eighteen hours of college work without special permission of the faculty and never more than twenty-one hours.

Piano and voice lessons shall be counted in the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made *B* on fifty percent of it during the preceding semester.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done at least eighteen hours work.

Third year students who have a general average of 85% or more on all their subjects or who have an average of 90% or more on their major subjects will be allowed to make six semester credits on a senior thesis provided the subject is chosen before September 10th. The subject must be a major subject and the outline for the work approved by the head of the department and the committee appointed from the faculty.

PHYSICAL EDUCATION

Eight hours of the requirements for graduation must be in *Physical Education*, two hours of which may be earned each year during the college course.

PROFESSIONAL COURSES

Courses are arranged to meet the needs of those students who are planning a professional career. Pre-medical, pre-engineering, pre-law courses and courses for religious workers are given special consideration. Courses for those planning to teach are arranged so that the students may meet the State requirements for the certification of teachers and at the same time meet the requirements for a degree from Guilford College. The department of economics and business provides special training for business management and clerical work.

OUTLINE OF COURSES

The courses of instruction are numbered in accordance with a uniform plan. Odd numbers indicate the first semester, even numbers the second semester of the academic year. Courses designated 1-2, 23-24, etc., run through the first and second semesters, beginning with the first semester. Students should consult the head of the department concerned with regard to their selection of courses.

ANCIENT LANGUAGES

LATIN

The aim of the work in the Latin Department is threefold: linguistic, historical, and literary. It seeks to give the student not only a thorough knowledge of the grammatical structure of the Latin language, but also a foundation for the acquisition of a better understanding of the modern languages; in the various courses the historical background, especially in its more human aspects, is emphasized with the purpose of giving the student a comprehensive view of ancient life; and, finally, Latin literature is considered for its own value as well as for its influence on later literatures. In all courses a constant effort is made to bring the past into vital connection with the present by tracing the influence of Roman thought, customs, and institutions on modern life.

A major in Latin shall consist of at least twenty-four semester hours. The student will have a comparatively wide choice in the selection of related subjects. Ancient History is required, and Greek, English, German, French, and Spanish are particularly recommended.

Latin 1-2—Elementary Latin. Three hours each week. Credit: three hours each semester.

Designed for students who have had no Latin, or only one year of Latin in high school. Grammar, syntax, composition, and the reading of easy Latin. Emphasis is placed on the relation of Latin to English and to the Romance languages in vocabulary and syntax.

Latin 3-4—Intermediate Latin. Three hours each week. Credit: three hours each semester.

Thorough review of Latin grammar; practice in composition; and the reading of selections from Caesar's Gallic War and the *Metamorphoses* of Ovid, or from Latin of a similar degree of difficulty.

Prerequisite: *Latin 1-2*, or two years of high school Latin.

Latin 5-6—Advanced Latin. Three hours each week. Credit: three hours each semester.

During the first semester the class will read four of Cicero's Orations. Study of Roman government and politics. During the second semester four books of Virgil's *Aeneid* will be read. Study of mythology, and practice in the metrical reading of Latin.

In case it seems advisable an equivalent amount of Latin from other authors may be substituted for the work outlined above.

Latin 11-12 is required in connection with this course.

Prerequisite: *Latin 3-4*, or three years of high school Latin.

Latin 7-8—Latin Literature to the Close of the Golden Age. Three hours each week. Credit: three hours each semester.

The reading for the first semester will be taken from Cicero, Sallust, and Livy; for the second semester from Plautus, Terence, Catullus, Horace, and Ovid.

This course alternates with *Latin 7-8*. *Latin 11-12* is required in connection with it, unless it has previously been taken with *Latin 9-10*.

Prerequisite: *Latin 5-6*, or four years of high school Latin.

Latin 9-10—Latin Literature of the Silver Age. Three hours each week. Credit: three hours each semester.

Selections will be read from two or three of the following authors: Seneca, Martial, Tacitus, Juvenal, Pliny the Younger, and Suetonius. Consideration of the character of the social, literary, and political life of the early Empire as reflected in the authors read.

This course alternates with *Latin 9-10*. *Latin 11-12* is required in connection with it, unless it has previously been taken with *Latin 7-8*.

Prerequisite: *Latin 5-6*, or four years of high school Latin.

Latin 11-12—Latin Composition. One hour each week. Credit: one hour each semester.

An elementary course. The subject matter will be varied from year to year so that the course may be repeated with credit. Extra work is required when the course is taken the second time.

Latin 13-14—Studies in Latin Literature. Three hours each week. Credit: three hours each semester.

The work in this course will be adapted to the needs and interests of advanced students. During each semester a detailed study will be made of some author, or of some particular type of literature.

Not offered 1930-1931.

Latin 15—Roman Private Life. Three hours each week. Credit: three hours first semester.

A study in English of the various aspects of the private life of the Romans. This course aims to unify and supplement the knowledge of Roman life obtained by the student from other courses.

Not offered 1930-1931.

Latin 16—The Latin Element in Modern Speech. Three hours each week. Credit: three hours second semester.

The indebtedness of English to Latin in vocabulary and syntax. The relation of Latin to the Romance languages.

Not offered 1930-1931.

Education 37—Materials and Methods of Teaching Latin. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach Latin in high schools. It will take up a discussion of the aims, functions and objectives of Latin in secondary schools. Methods of instruction will be emphasized. Lesson planning will also be a feature of the course.

GREEK

A major in Greek shall consist of twenty-four credit hours of Greek. A student pursuing this major must also take twelve credit hours of Latin and twelve hours of work in French or German. Other related subjects must be worked out with the head of the department.

Greek 1-2—Grammar and Composition. Three hours each week. Credit: three hours each semester.

The first semester in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost, Greek Primer. In the second semester, two books of Xenophon, Anabasis are read.

Greek 3-4—Anabasis, and Selections from Herodotus and Homer. Three hours each week. Credit: three hours each semester.

In the second semester, the third book of the Anabasis and about an equal amount of Herodotus are read in the first semester. The second semester is given to Homer, Iliad.

Greek 5-6—Selections from Plato, Thucydides, and New Testament. Three hours each week. Credit: three hours each semester.

During the first semester of the third year Plato, Apology and Crito, and Thucydides are read. The last semester is given to New Testament Greek. See Department of Religion.

Greek 7-8—Advanced Greek. Three hours each week. Credit: three hours each semester.

This course will be arranged to meet the wishes and abilities of the members of the class.

BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. The courses for a major in this department have been planned with a definite sequence. This is necessary for an accumulative knowledge of the subject and for mental growth. The plan is so made that the last year includes six hours of individual work devoted to some special problem and a written report of the results obtained.

A major includes not only from 24-30 hours in biology but a total of 48 hours, which includes some allied subject or subjects, according to the field in which the student wishes to place the emphasis.

If a student is planning to teach, the State Department of Education requires thirty hours of biology, one year each of chemistry, physics, and geography (geology may be substituted), 15 hours of general education, 3 hours of special methods, and 3 hours of practice teaching.

For a medical course or for graduate work as much chemistry as possible should be taken and at least one year in physics. This work also should be accumulative in content. This alone is not sufficient, as most graduate schools require a reading knowledge of French and German.

In home economics, general biology, bacteriology, and physiology are required. Bacteriology and physiology are open to all students having completed *Biology 1-2*.

Biology 1-2—General Biology. Two lectures and six hours of laboratory each week throughout the year. Credit: four hours each semester.

This course consists of a study of the general facts, processes, and laws that govern the existence of living things. Plants will be studied in the first semester and animals in the second. Their structure will be observed, their life-history worked out, and the life process learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and co-operation are also discussed.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy. One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 1-2.*

Biology 5—Heredity and Evolution. Three hours each week. Credit: three hours second semester.

Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory.

Prerequisite: *Biology 1-2.*

Biology 6—General Embryology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 1-2.*

Biology 7-8—Advanced Biology. Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.

Biology 9—Bacteriology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. Laboratory includes the preparation of culture media and a study of some of the more important non-

pathogenic bacteria, observing and recording the biological changes in cultures under observation, the preparing and staining of bacteria, also the examination of water and milk.

Prerequisite: *Biology 1-2*.

Biology 10—Physiology of the Human Body. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

Biology 11—Biology Seminar. Credit: to be determined by amount and quality of work done. First semester.

Open only to advance students in biology.

Biology 12—An Introduction to Biology. Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course is required of all freshmen. It undertakes a general survey of the field of Biology. Demonstrations and some training in technique are given.

Biology 14—Technique in Histology and Pathogenic Bacteriology. Credit: three hours the second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Prerequisite: *Biology 9*, or its equivalent.

Education 21—Materials and Methods of Teaching High School Biology. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach biology in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by biology in attaining these objectives. Related material will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Equipment. The Department of Biology and the Museum of Natural History occupy a well lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped for all of the courses offered. The working tables accommo-

date twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology; collecting apparatus and small aquaria and a large teaching collection of biological specimens, minerals, formations, and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

CHEMISTRY

The Department of Chemistry offers a sequence of courses leading to the degree of Bachelor of Science and fitting students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science, of Home Economics and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3-4, 6 and 7-8* or their equivalents. The most important related subject is mathematics, which should be continued for two years beyond the freshman year. Students who thus prepare themselves should elect physics in the junior year and continue it through the senior year. Students who are unwilling to take the mathematics should take up biology in the sophomore year and continue it for two or three years. For chemical engineering, especially if one should rise to a manager's position, training in economics would be especially valuable. Students who are planning to teach should elect 18 hours from the courses listed under Education, and also take a course in special methods in chemistry. In addition to this, those who expect to teach in a small high school should include biology, physics, and geology, instead of taking advance work in mathematics. Those who are looking forward to graduate work should arrange their courses so as to secure a reading knowledge of French and German.

Chemistry 1-2—General Chemistry. Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half year's work in this course.

Chemistry 3-4—Qualitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours each semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals.

Prerequisite: *Chemistry 1-2.*

Offered 1929-1930, and alternate years.

Chemistry 6—Quantitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2 and 3-4.*

Offered 1929-1930, and alternate years.

Chemistry 7-8—Organic Chemistry. Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

Offered 1930-1931, and alternate years.

Chemistry 9—Theoretical Chemistry. Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases, properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

Chemistry 11—Advanced Qualitative Analysis. Lectures and laboratory; first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analysed.

Chemistry 12—Advanced Quantitative Analysis. Laboratory and lectures; second semester. Credit to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

Chemistry 13—Teaching of Chemistry. Lectures, conferences, and practice work in laboratory supervision. Students will attend one lecture or conference period per week, and oversee and direct laboratory work in *Chemistry 1-2*. Credit, as arranged—not to exceed three hours; first semester.

Prerequisite: *Chemistry 1-2, 3, and 6.*

Chemistry 14—Chemistry of Food and Nutrition. Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2, and 7.*

Offered 1930-1931, and alternate years.

Chemistry 15—Chemistry Seminar. Lectures, laboratory and outside reading; first semester. Credit to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

Education 23—Materials and Methods of Teaching High School Chemistry. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach chemistry in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by chemistry in attaining these objectives. Related materials will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Education 29—Materials and Methods of Teaching General Science in High School. Three hours each week. Credit: three hours first semester.

This course will consider the educational preparation of the teacher of general science; the historical development of teaching general science; the aims and values of general science; and the effect of the aims and values upon the selection of the subject-matter and upon the methods of organizing and presenting it. Special lesson planning is provided for the students, to be followed by criticisms and discussions. This course is prerequisite to Education 50.

ECONOMICS AND BUSINESS

The department of Economics and Business has a three-fold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems, and where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

A major in the Department of Economics and Business shall consist of at least twenty-four semester hours of Economics and Business subjects. *Economics 1-2* is required of all. *Economics 3* and *Economics 4* are recommended for the first year student who plans to major in the department.

Economics 3 and *Economics 4* give the student a descriptive background, *Economics 1* and *Economics 2* give him an understanding of fundamental principles, and the succeeding courses give him the opportunity to apply these principles to the more practical business problems.

Not later than the end of the Freshman year, the student should choose a related subject to be carried along with his major. The choice should depend chiefly on the vocation which he intends to pursue. For specific advice he should consult the head of the department.

Economics 1-2—General Economics. Three hours each week. Credit: three hours each semester.

The purpose of this course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will

be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth year students.

The entire course must be completed before credit can be given for either semester.

Economics 3—Industrial and Commercial Geography. Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

Economics 4—Business Law. Three hours each week. Credit: three hours second semester.

This is a study of the elementary principles of law which one is likely to need in practical business. Principles are illustrated by actual cases. (Students especially interested in mining or metals may substitute Economic Geology).

Economics 5—Money and Currency. Three hours each week. Credit: three hours first semester.

This is a careful study of our present monetary system. The points of a good monetary system are emphasized and monetary fallacies explained. Historical developments are traced briefly. Foreign systems are compared with our own.

Prerequisite: *Economics 1-2.*

Economics 6—Credit and Banking. Three hours each week. Credit: three hours second semester.

This is a descriptive and analytical study of the development of banking and credit. The marks of a good banking system are pointed out and the various aspects of banking and credit policy are analyzed. European banking systems are compared with our own.

Prerequisite: *Economics 1-2.*

Economics 7-8—Principles of Accounting. Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester.

This is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Laboratory fee: three dollars each semester.

Prerequisite: *Economics 1-2* if not taken simultaneously.

Not offered 1930-1931.

Economics 10—Principles of Marketing. Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours second semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Prerequisite: *Economics 1-2.*

Not offered 1930-1931.

Economics 11—Labor Problems. Textbook, required readings, and reports. Three hours each week. Credit: three hours first semester.

This course is a brief survey of our most important labor problems. It deals with labor organization, industrial relations, and labor legislation.

Open to Sophomores, Juniors, and Seniors.

Economics 12—General Sociology. (Required of all Juniors.) Textbook, individual reports, and collateral reading. Three hours each week. Credit: three hours second semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to Juniors and Seniors.

Economics 13—Business Finance. Textbook, original sources, and lectures. Three hours each week. Credit: three hours first semester.

This course deals with the financial policy and financial management of corporations. The study includes capitalization, sale of stocks and bonds, and the determination of profits and dividends.

Prerequisite: *Economics 1-2.*

Not offered 1930-1931.

Economics 14—Business Organization and Management. Textbook, lectures, and reports. Three hours each week. Credit: three hours second semester.

This is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations.

Prerequisite: *Economics 1-2.*

Not offered 1930-1931.

Economics 21-22—Seminar in Business Problems. Maximum credit: three hours each semester.

This course is designed especially for honor students. It will consist of original study and investigation on the part of the student under the direction of the instructor. Advanced business students may register on permission of the instructor.

Business A—Typewriting. This class meets three times each week either semester. It is possible to complete the course in one semester. This course does not count toward a degree. Special fee, \$15.00 each semester.

Business B—Shorthand. This class meets three times each week and is so planned that the course should be completed in two semesters. This course does not count toward a degree. Special fee, \$15.00 each semester.

Business C—Bookkeeping. This is an elementary course in Bookkeeping and meets three times each week. This course should be completed in one semester. This course does not count toward a degree. Special fee, \$5.00 each semester.

EDUCATION

It is the purpose of the Department of Education to develop in the student an understanding and appreciation of the school as an institution; to develop a philosophy of education that is applicable to a democracy; to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles; and to equip him for service as a teacher in the schools of North Carolina.

Arrangements are being made so that it will be possible to give each student who can qualify an opportunity to do the practice teaching sufficient to meet the requirements of the North Carolina State Department of Education for teachers certificates.

Students desiring to teach should consult the head of the department for further information as to the requirements for certification.

Education 1—Classroom Management. Three hours each week. Credit: three hours first semester.

This course will take up a study of the social principles underlying education in a democracy, and show how these principles can be promoted by the proper planning for the organization of the class, and by developing a method of control based on the nature of the child and the purposes of the institution. It is hoped that this will contain many practical suggestions for the teacher.

This course is for Sophomores, but Freshmen may register by special permission.

Education 2—Child Study. Three hours each week. Credit: three hours second semester.

This course will take up a critical examination of the various scientific studies of child life, particularly original nature; universal tendencies; habit-formation; indications of development of mal-adjusting behavior, etc. This course is intended to help the teacher in interpreting and appreciating the behavior of young children, and to assist her in guiding the child in the formation of helpful habits.

This course is for Sophomores, but Freshmen may register by special permission.

Education 3—History of Education. Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the student may be made conscious of the reform conceptions of early modern times.

Not offered 1930-1931.

Education 5—Educational Sociology. Three hours each week. Credit: three hours first semester.

This course deals with the principles of Sociology as related to Education. Social forces, processes, and values as effecting education will be discussed and emphasis will be placed on the importance of the school as a social institution.

Not offered 1930-1931.

Education 6—Educational Psychology. Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Education 7—Tests and Measurements. Three hours each week. Credit: three hours first semester..

This course is a study of mental tests and educational measurements such as the nature of measurements, the derivation of educational scales and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Education 10—Elementary School Methods. Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Education 11—Principles of Secondary Education. Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

Education 21—Materials and Methods of Teaching High School Biology. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Biology.)

Education 23—Materials and Methods of Teaching High School Chemistry. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

Education 25—Materials and Methods of Teaching High School English. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of English.)

Education 27—Materials and Methods of Teaching High School History. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of History.)

Education 29—Materials and Methods of Teaching General Science in High School. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

Education 31—Materials and Methods of Teaching High School Mathematics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Mathematics.)

Education 33—Materials and Methods of Teaching Modern Languages in High School. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Romance Languages.)

Education 35—Materials and Methods of Teaching High School Physics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physics.)

Education 37—Materials and Methods of Teaching High School Latin. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Ancient Languages.)

Education 39-40—Special Methods in Home Economics. Three hours each week. Credit: six hours each semester.

(See course outlined in Department of Home Economics.)

Education 41—Theory and Practice of Physical Education. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physical Education for Women.)

Education 47—Supervision of Public School Music. Three hours each week. Credit: three hours first semester.

(See course outlined under Music Education.)

Philosophy 1—General Psychology. Three hours each week. Credit: three hours first semester.

(See course outlined in the Department of Philosophy.)

Education 50—Observation and Directed Teaching. Three hours each week. Credit: three hours second semester.

Prerequisite: Course in *Material and Methods*.

This course is intended for those students who have met certain qualifications. The work will consist of class observation, followed by criticisms and discussions. Later the students who show satisfactory progress will be given an opportunity to teach a minimum of thirty (30) hours under the direction of the subject-teacher and the head of the Department of Education.

ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical languages and literature, and of the literature of other nations will be expected. In addition to twenty-four hours of work in the Department of English, a choice from the following courses in related subjects is expected: *a.* Education (for students who expect to teach), *b.* A classical language, *c.* Philosophy, *d.* Biblical Literature, *e.* History, *f.* Courses in writing. Whichever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up in the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *English 3-4* must be taken in the first and second years respectively.

ENGLISH AS A TOOL

At the end of the course in first year English students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript,

spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required.

English 1-2—English Composition. Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

English 3-4—Survey of English Literature. Three hours each week. Credit: three hours each semester.

In the first semester, a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

Prerequisite: *English 1-2.*

English 5-6—Romantic Movement, and Tennyson and Browning. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

English 7—Nineteenth Century Prose Writers. Three hours each week. Credit: three hours first semester.

This course might be termed "Nineteenth Century Thought" since it will center upon the literary men who wrote and lectured upon such subjects as the natural sciences, economics, philosophy, politics, religion, literature and art. Some of the important works of Carlyle, Ruskin, Emerson, Arnold, Newman, Mill, and Huxley will be studied for thought and style. Lectures and discussions.

Not offered 1930-1931.

English 8—American Literature. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9-10—Shakespeare. Three hours each week. Credit: three hours each semester.

At the beginning of the course some attention will be devoted to a study of the growth and development of English drama and the principles governing drama. Six or seven of Shakespeare's important plays will be studied in detail in class; others will be read outside class but discussed in class. Lectures will be given on both groups.

English 11—Argumentation and Debating. Three hours each week. Credit: three hours first semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates.

Prerequisite: *English 1-2.*

Not offered 1930-1931.

English 12—Practical Writing. Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

Not offered 1930-1931.

English 13—Anglo-Saxon. Three hours each week. Credit: three hours first semester.

Introductory course in Anglo-Saxon. A study of grammar and syntax, translations.

English 14—Beowulf. Three hours each week. Credit: three hours second semester.

A thorough study, in the original, of the English epic. In both courses, English 13 and 14, the languages of the older periods will be compared with modern English.

English 16—Journalism. Three hours each week. Credit: three hours second semester.

An introductory course dealing with the history of journalism in America, the form of the news story, the feature story, the editorial and news writing. Lectures, discussions, much writing.

Not offered 1930-1931.

English 18—Contemporary Literature. Three hours each week. Credit: three hours second semester.

Lectures, reports, and reading in poetry, essay, novel, and drama of today.

Not offered 1930-1931.

English 19—General Literature. Required of all sophomores. Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

English 20—Chaucer. A course in wide reading in Chaucer for advanced students. Three hours each week. Credit: three hours second semester.

This course should follow English 13, but may be taken without prerequisites by permission of the instructor.

English 22—The English Novel. Approximately forty great novels will be read and discussed. Three hours each week. Credit: three hours second semester.

Education 25—Materials and Methods of Teaching High School English. Three hours each week. Credit: three hours first semester.

This course is designed to give preparation for the teaching of English in high schools. It includes consideration of aims, courses of study and methods found most effective in the teaching of grammar, composition, and types of literature.

EXPRESSION

Expression 1—Oral Interpretation. One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned with a view to the individual development of the student; to help him gain an appreciation of literature and to train him to a vocal interpretation of it. The fundamentals of speech, enunciation and pronunciation, with exercises to overcome the defects of the voice will be stressed.

This course alternates with **Expression 3** and will be given 1930-1931.

Fee: \$20.00 each semester.

Expression 2—Play Production. One private lesson and two class lessons each week. Credit: three hours second semester.

This course is especially recommended to prospective teachers and to those who will be called upon to take part in and to coach amateur theatricals. Public performances of one act plays will be arranged; these will be staged, acted, and directed by students. Special attention will be given to training in simple stage mechanics.

This course alternates with **Expression 4** and will be given 1930-1931 and alternate years.

Fee: \$20.00 each semester.

Expression 3—Public Speaking. One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned to train the student in the fundamentals. A study will be made of various forms of public address, platform deportment and voice building. Especial attention will be paid to the presentation of original speeches. The principles and practice of parliamentary law and the conduct of public meetings will be stressed.

This course alternates with **Expression 1**.

Fee: \$20.00 each semester for private lessons.

Expression 4—Argumentation. One private lesson and two class lessons each week. Credit: three hours second semester.

This course will consist of a study of the principles of speech composition and their application in argumentative discourse.

Alternates with **Expression 2**.

Fee: \$20.00 each semester for private lessons.

GEOLOGY

Geology 1-2—General Geology. Class room, laboratory and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers and oceans. Study of topographic maps.
4. A brief study of Structural and Historical Geology.

Geology 4—Economic, Structural and Historic Geology of United States and North Carolina. Three hours each week. Credit: three hours second semester.

This work is designed to follow the work in commercial geography offered in the department of Economics and Business, and will deal with the structural, historic and economic phases of geology and

mineralogy. It will supplement in a very material way the preparation of all students wishing to teach general science in our high schools. The economic phase will include the common ores generally used in the mining of iron, copper, lead, zinc, tin, nickel, gold, silver, and other commercial ores. Also we will make a study of methods used in changing the ores into minerals of commercial value. This course will make a study of the building stone material of North Carolina and will visit many interesting places in and near Greensboro in order to understand better the work done at brick, tile, sewer pipe plants; at the iron fabricating plant; at the foundry and iron moulding plants; at the sawmill and veneering plants; the highway and road construction work. An understanding and an appreciation of the value of our economic resources is one of the chief aims of the course.

Geology 5—The Earth. Three hours each week. Credit: three hours first semester.

A general survey of physical sciences, with lectures, demonstrations, and experiments, will be undertaken in this course. The work will include a general study of the earth in its astronomical relationship, its parts, the materials of which it is composed, and the natural forces operating on it.

Required of all freshmen.

GERMAN

The work outlined in the courses in German are designed to give students a thorough training in the grammar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject. European History is required, and students should take as much English literature and translation of the world's masterpieces as may be available from other departments.

German 1-2—Elementary German. Three hours each week.
Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Zinnecker, *Deutsch für Anfaenger*; Mueller and Wenkebach, *Glueck, Auf*; and some simple prose text.

This course is prerequisite to all other courses in German.

German 3-4—Advanced German Grammar and Composition.
Three hours each week. Credit: three hours each semester.

Translation and outside reading, with written reports in German. If there is a demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Gerstaecker's *Germelshausen*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

German 5—Lessing and Schiller. Three hours each week.
Credit: three hours first semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

German 6—Modern German Drama. Three hours each week.
Credit: three hours second semester.

This course gives a study of such authors as Hauptmann, Fulda, and Sudermann.

German 7-8—Goethe. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4*.

German 9-10—History of German Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8*.

German 11—Faust. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.

HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, always including *History 5-6*. These courses are planned so that they must be pursued in their proper sequence. Students should consult the head of the department in order to plan properly the major work and the related subjects.

The literature of a nation helps the student to understand its history. Courses in English literature are, therefore, valuable as related subjects for the major in history. Courses in Biblical literature and religious education are of value in interpreting the history of western nations. They may, therefore, be selected as related work. Students are also urged to secure a reading knowledge of both French and German, not only for their value as undergraduate studies, but also because they are required for graduate work.

Students preparing to teach in the schools of North Carolina may take certain of the courses listed under Education in order to meet the requirements of the State in the certification of teachers. There will be other students majoring in History who are planning to enter other careers, such as business or law. These will be given an opportunity to pursue courses in economics, sociology, or philosophy.

History 1-2—Ancient and Medieval History. Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political and cultural developments.

History 3-4—Modern and Contemporary European History.

Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War and attempts to bring about international organization.

History 5-6—American History. Three hours each week.

Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Open to juniors and seniors.

History 7—The American Foreign Policy. Three hours each

week. Credit: three hours first semester.

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics and Latin American relations.

Open to juniors and seniors.

Not offered 1930-1931.

History 8—Governments of Europe. Three hours each week.

Credit: three hours second semester.

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy and the new states of Central Europe.

Prerequisite: *History 3-4.*

Not offered 1930-1931.

History 9-10—American Government. Three hours each week.

Credit: three hours each semester.

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County and Township governments are studied.

Prerequisite: *History 5-6.*

Not offered 1930-1931.

History 11—Political Science. Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the nature, origin and evolution of the state, the more important political theories and the nature and functions of government.

Education 27—Materials and Methods of Teaching High School History. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions and objectives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

History 12—English Constitutional History. Three hours each week. Credit: three hours second semester.

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law. Open to juniors and seniors.

HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching the subject. Courses in related sciences are required in connection with the work of the department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or dietitian in a public or private institution.

A major in Home Economics shall consist of twenty-four credit hours selected from courses outlined below. A student pursuing this major must also take *Chemistry 7*, *Chemistry 14*, *Biology 9*, *Biology 10*, Household Physics.

Students planning to teach Home Economics must take all the courses in this department outlined below and in addition must take the following: *Chemistry 7*, *Chemistry 14*, *Biology 9*, *Biology 10*, *Household Physics*; *Education 6*, *11*, *39*, *50*.

Thirty hours credit in Home Economics is the maximum amount that will be given towards a Bachelor of Science degree and no college credit will be given for *Education 39*.

Home Economics 1—Art Principles and Industrial Arts. One lecture and six hours laboratory each week. Instruction in special methods are given those students learning to teach in secondary schools. Credit: three hours first semester.

This course deals with the application of the different principles of art in water color, pencil, charcoal, cut paper work, and crayons, ink pencil poster making and clay modeling.

Home Economics 2—Clothing. One lecture and six hours of laboratory each week. Credit: three hours second semester.

Instruction given in darning, patching and the fundamentals of garment making. Garments of cotton and linen materials and a study of textiles.

Home Economics 3—Clothing. One lecture, six hours of laboratory each week. Credit: three hours first semester.

This is a continuation of Home Economics 2. More difficult patterns are used; part of the time is given to the making over of garments. Shopping in relation to textiles and income is studied. Stress on wool; silk garments.

Prerequisite: *Home Economics 2*.

Home Economics 4—Food and Cookery. One lecture, six hours of laboratory each week. Credit: three hours second semester.

This course includes the fundamental principles of preparation of foods; source and manufacture. Balanced menus planned and served.

Home Economics 5—Food and Cookery. One lecture and six hours of laboratory. Credit: three hours first semester.

Continuation of Home Economics 4. Emphasis placed on nutritious dishes at a moderate cost, basing the dishes on the average American family of five. Attention given to family service and more formal service.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 1-2, Physiology*.

Home Economics 6—Clothing. One lecture, six hours of laboratory each week. Credit: three hours second semester.

Continuation of Home Economics 4. History of costumes; clothing budget; factory systems in relation to the consumer are studied. Work in millinery. Emphasis on tailored garments; evening clothes.

Prerequisite: *Home Economics 2, and 4.*

Home Economics 7—Nutrition. Three hours each week. Credit: three hours first semester.

Care and study of the digestive mechanism in relation to health. Study of nutritious foods for all ages. Dietsaries studied.

Prerequisite: *Biology 1-2, Biology 9, Home Economics 4, Home Economics 5, Chemistry 1-2.*

Home Economics 8—Dietetics. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the digestion, assimilation and metabolism of food in the system. Emphasis on minerals and vitamins, and proper food for chronic diseases due to food. Rats will be fed to show relation to vitamins and food elements to health.

Education 39-40—Methods and Practice Teaching. Credit: six hours each semester.

A study is made of methods and textbooks used in high schools. Practice students have charge of the Guilford High School Home Economics Department.

Home Economics 10—Household Management. Credit: two hours second semester.

This course includes applied home economics in the home. Menus are planned on a monthly budget. Cost, nutrition of same are discussed. The house management is put on a business basis and students study it from a manager's standpoint. This prepares students for supervision of school cafeterias, etc.

Home Economics 12—Home Nursing, Child Care and Training. Two hours each week. Credit: two hours second semester.

Care of the sick in the home is studied; also the care, health and behavior of the child.

Home Economics 13—Interior Decoration and House Planning. One hour lecture and six hours laboratory each week. Credit: three hours first semester.

This course takes up the study of the evolution of the house, of modern planning, furnishing and interior decoration.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, *5* and *6* in the first year; *Mathematics 7* and *8* in the second year; *Mathematics 9* and *10* in the third year; and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of Physics and should continue it for two or more years. A reading knowledge of French and German are strongly urged. Chemistry or Biology or Geology or Economics may also be chosen as related subjects.

Students who wish to teach must take three years' work in Education.

Mathematics 1-2—College Algebra. Either *Mathematics 1-2* or *Mathematics 3-4* are required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem, and logarithms.

Text: Wells, *College Algebra*.

Mathematics 3-4—Mathematical Analysis. Either *Mathematics 1-2*, or *Mathematics 3-4* are required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

A careful study is made of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. Also numerous applications to geometry are included in the course.

Text: Griffin, *Mathematical Analysis*.

Mathematics 5—Trigonometry. Three hours each week.
Credit: three hours second semester.

Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all students majoring in Mathematics.

Text: Granville, *Trigonometry*.

Mathematics 6—Solid Geometry. Three hours each week.
Credit: three hours first semester.

Text: Wentworth and Smith, *Solid Geometry*.

Mathematics 7—Analytic Geometry. Three hours each week.
Credit: three hours first semester.

Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 8—Differential Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Differential Calculus*.

Mathematics 9—Solid Analytical Geometry. Three hours each week. Credit: three hours first semester.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 10—Integral Calculus. Three hours each week.
Credit: three hours second semester.

Text: Granville, *Integral Calculus*.

Mathematics 11-12—Differential Equations. Three hours each week. Credit: three hours each semester.

A study of ordinary and partial differential equations, with their application to geometrical, physical and mechanical problems.

Text: Murray, *Differential Equations*.

Education 31—Teaching of Mathematics. Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Schultz, *The Teaching of Mathematics in Secondary Schools*.

Mathematics 14—Advanced Calculus. Three hours each week. Credit: three hours second semester.

Total and partial derivatives; theory of infinitessimals; development of series; definite integrals; approximations.

Text: Osgood, *Calculus*.

Mathematics 15—Descriptive Astronomy. Three hours each week. Credit: three hours first semester.

This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

Not offered 1930-1931.

Mathematics 16—Surveying. Three hours each week. Credit: three hours second semester.

Numerous field problems in the use of the chain, tape, compass, transit and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct form of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work.

Not offered 1930-1931.

MUSIC EDUCATION

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

Degree: It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. It is with this aim in view that the college offers a degree of Bachelor of Arts with a major in music.

Students desiring such a major must elect at least sixteen hours in applied music, either piano or voice, and eight hours or more in theoretical music and must give a successful recital before graduation.

Diploma: A special diploma in applied music is awarded to those who have completed satisfactorily the curriculum outlined in voice, piano, or violin. The applicant for the diploma must have shown sufficient proficiency in the special work chosen to secure the recommendation of the instructor. The exact time required can not be stated in school years.

Entrance Examinations: Students with any degree of proficiency in music may enter the applied music courses; but only those who develop sufficiently and show ability are considered for a diploma or graduation with a major in public school music, piano, voice, or violin. In most cases an examination must be taken. Those seeking advanced standing in applied music are requested to bring statements from former teachers.

Credit: A student must have a knowledge of the rudiments of music before any credit for applied music will be given. This includes music notation, the construction of the pianoforte keyboard, and the main principles of music.

In addition to the work outlined in this department, a student must take 12 to 18 hours of *related subjects*. These may be chosen from the departments of English or foreign language, philosophy or religion, or by special permission, from some other department.

Music Organizations, including Choral Society, A Capella Choir, Glee Clubs and Music Clubs, are described under *Student Organizations*, on page 77.

GENERAL COURSES

Music 34—Appreciation of Music. Three hours each week. Credit: three hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

Music 43-44—History of Music. Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England and America.

Education 47—Supervision of Public School Music. Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice teaching course which comes the second semester. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulations of criticisms, visitations and the organization of teachers meetings.

Prerequisites: Only music majors who have covered all major requirements are eligible for this course.

THEORETICAL COURSES

Music 131—Theory of Music. Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc., as preparation for the study of harmony and overtones. Explanation of transposed instruments and various musical forms.

Music 133—Ear Training. Two hours each week. Credit: Two hours first semester.

This course includes training of the ear in rhythm, melody and harmony; dictation; recognition of chords and cadences in major and minor modes.

Prerequisite: *Music 131.*

Music 134—Sight Singing. Two hours each week. Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

Music 144—Harmony I. Two hours each week. Credit: two hours second semester.

Four part writing of triads of major and minor keys. Choice of chords. Harmonization of melodies and basses. Keyboard and original works.

Music 145-146—Harmony II and III. Two hours each week. Credit: two hours each semester.

This work follows *Harmony I*, and includes simple modulations and more difficult harmonizations.

Music 147—Harmony IV. Two hours each week. Credit: two hours first semester.

Altered chords. Harmonic analysis. Keyboard work applying previous material studied. Originals.

Music 167-168. Composition and Analysis. Two hours each week. Credit: Two hours each semester.

This course deals with an application of harmonic materials to song forms, elementary counterpart, and a brief analysis of larger forms.

Prerequisite: *Harmony 1, 2, 3.*

Music 170 and 170-171—Counterpoint I, II and III. Two hours each semester. Credit: two hours each semester.

Melodic progressions, clefts, two, three, and four part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 36, 37-38, 39.*

APPLIED MUSIC COURSES

Diploma: The requirements for special diploma in applied music are as follows:

1. Two lessons per week for at least two years in the major study.

2. A satisfactory performance in recital in the major study.

3. Two years of a minor study in Voice, Piano, or Violin.

4. Ear training—3 hours.

5. Theory of Music—3 hours.

6. Harmony—12 hours.

7. Music History—6 hours.

8. Three hours of regular classroom work each semester.

9. At least 44 hours of college credit in addition to full entrance to a collegiate curriculum in this institution.

10. Physical training during entire period spent at college.

It usually requires more than two years to develop the skill and efficiency necessary for recommendation for a diploma.

Music 201-2, 203-4, 205-6, 207-8—Pianoforte. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands and arms, so necessary for artistic results. At the same time the musical and æsthetic development of the student receives the most careful attention.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester.

Ten hours each week, \$8.00 each semester.

Music 211-12, 213-14, 215-16, 217-18—Voice. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this, two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the perfection of mere mechanical skill, viz.: a musicianly style of singing and all that is implied in the term interpretation, together with a thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00.

Ten hours each week, \$8.00 each semester.

Music 221-222—Violin. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester. Credit in this work does not count towards a degree.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Music 225-226—Violoncello. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester. Credit in this work does not count towards a degree.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Music 229-230—Choir Training. Five hours per week. Credit: Two hours each semester. This course may be taken with or without credit.

Admission to this course is equivalent to membership in the A Capella Choir. (See p. 78 for a description of the choir). The course is an exceedingly practical one and is devoted entirely to the acquirement of a repertoire in music suitable for use in churches and other sacred gatherings. Public performances are given throughout the state.

PHILOSOPHY

It is the purpose of the work in the department of Philosophy to train the student to view himself and his world as a whole. Though the courses listed below will prove useful to those who pursue graduate study or to those who will enter professional life, their chief value is a cultural one.

Students who wish to major in this department must elect a minimum of 24 hours of work in Psychology and Philosophy. Six of these may be earned by individual work in the fourth year, provided one is entitled to this privilege according to the rules for senior thesis, given on page 28. Those intending to complete a major in this department should begin their work in the sophomore year.

Philosophy 1—General Psychology. Three hours each week.
Credit: three hours first semester.

A comprehensive attempt to understand human nature. This course is required of all candidates for a degree.

Philosophy 2—Social Psychology. Three hours each week.
Credit: three hours second semester.

A study of the human individual in his social aspects. Special attention is given to the behavior of crowds and the psychology of nationalism.

Prerequisite: *Philosophy 1.*

Not offered 1930-1931.

Philosophy 4—Genetic Psychology. Three hours each week.
Credit: three hours second semester.

A study of the origin and development of mental life in the child and the race. This course will be especially useful to those planning to teach in the lower grades.

This course alternates with *Philosophy 2.*

Prerequisite: *Philosophy 1.*

Philosophy 5-6—Philosophy Survey. Three hours each week.
Credit: three hours each semester.

A general introduction to the whole field of philosophy by means of acquaintance with representative ancient and modern systems.

Not offered 1930-1931.

Philosophy 7—Ethics. Three hours each week. Credit: three hours first semester.

Readings and discussion of the great contributions to ethical thought, especially that of Aristotle.

Prerequisite: *Philosophy 5-6.*

Philosophy 8—The Modern Mind. Three hours each week.
Credit: three hours second semester.

A consideration of the various streams of thought which have combined to make up what we know as the modern temper.

Prerequisite: *Philosophy 5-6.*

Philosophy 10—Appreciation of Art. Three hours each week.
Credit: three hours second semester.

Architecture, sculpture, painting, and music will be studied for the purpose of gaining an appreciation of these arts, and for the purpose of understanding the qualities of personality which are expressed in them.

Required of all sophomores.

PHYSICAL EDUCATION

The work in physical education is divided into two divisions—one for men and one for women. Each student is required to make eight hours credit in this department before graduation.

PHYSICAL EDUCATION AND ATHLETICS FOR MEN

It is the purpose of this department to work out a health and recreational program for every man in college. Since competitive sports offer excellent opportunities for exercise and the development of bodily control and at the same time give recreation to the mind, the physical education for men is based on intramural and intercollegiate athletics. Each man is given a physical examination and his program is worked out on the basis of his physical condition. Corrective drills and exercises are given to those who need them.

There are intramural contests in basketball, baseball, track, tennis, volley ball and touch football.

The intercollegiate sports are football, basketball, baseball, track, and tennis.

Each man is required to choose one or more sports in which he must participate three days each week. In addition to this, he must do a certain amount of academic work outlined below.

Physical Education 1-2—Hygiene and Sports. Three times each week. Credit: one hour each semester.

In addition to engaging in some sport three days each week, the students will make a systematic study of how to maintain a healthy body.

Required of all freshmen.

Physical Education 3-4—Sports and the Theory of Games. Three times each week. Credit: one hour each semester.

In addition to participation in some sport three days each week, the student is required to make a special study of some sport each semester.

Required of all sophomores.

Physical Education 5-6—Sports and the Character Building Aspects of Athletics. Three times each week. Credit: one hour each semester.

Required of all juniors.

Physical Education 7-8—Sports and Programs of Athletics and Recreation. Three times each week. Credit: one hour each semester.

Physical Education 9-10—Corrective Drills and Exercises. Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

PHYSICAL EDUCATION AND HYGIENE FOR WOMEN

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental

work, and to aid in the development of precision, alertness, and grace of movement.

Costume—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

Women's Athletic Association—See *Student Organizations*, page 80.

Physical Education 21-22—Hygiene. One hour each week. Credit: one hour each semester.

This course aims to give a practical knowledge of the proper management, protection, and care of the human body.

Physical Education 23-24—Individual Health Gymnastics and Corrective Exercises. Three hours each week. Credit: one hour each semester.

Required of all students classified for such work as a result of their physical and medical examinations.

Physical Education 25-26—General. Three hours each week. Credit: one hour each semester.

This course includes field hockey, basketball, baseball, volley ball, gymnastics, folk dancing, marching, stunts, etc. Required of freshmen who are not classified for Physical Education 23-23.

Physical Education 27-28—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of sophomores not in Physical Education 23-24.

Physical Education 29-30—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and aesthetic gymnastics. Required of juniors not in Physical Education 23-24.

Physical Education 31-32—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching stunts, apparatus work, and aesthetic gymnastics. Required of seniors not in Physical Education 23-24.

Education 41—Theory and Practice of Physical Education. Three hours each week. Credit: three hours first semester.

This course is especially adapted to those who wish to supplement the teaching of other subjects with coaching, gymnastic teaching, etc. Open to fourth year students who have had all the required work in physical education in their first, second, and third years.

PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research and for practical work in the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it during their junior year. A good command of the English language and a reading knowledge of French and German are strongly recommended for related subjects in this department.

Physics 1-2—General Physics. Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Physics 3-4—Elements of Electricity. Two lectures and four hours of laboratory each week. Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent, and *Plane Trigonometry*.

Not offered 1930-1931.

Physics 5-6—Elementary Electron Theory. Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radio activity, photoelectricity, x-rays, thermionic emission, and modern theories of atomic structures.

Prerequisite: *Physics 3-4.*

Physics 8—Light. Lectures and laboratory work each week. Credit: Three hours second semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2.*

Physics 7—Elementary Mechanics. Three hours each week. Credit: three hours first semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2.*

Physics 9—Physics Seminar. Credit to be determined by amount and type of work done.

Intended only for those students majoring in physics.

Education 35—Materials and Methods of Teaching High School Physics. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach biology in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by physics in obtaining these objectives. Related material will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

Equipment. The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and electricity, the latter at 110 volts A.C. and 110 and 15 volts D.C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

A major consists of twenty-four hours selected from the courses herein described, the first part of which should be taken in the following order: *Religion 3, Religion 4, Religion 1, and Religion 2*. Students who are taking such a major should choose as related subjects Latin, Greek, English, Modern Language, History or Philosophy, with the expectation of completing eighteen hours in one subject and twelve hours in another. The selection of related subjects should be made in conference with the head of this department.

Religion 1—Hebrew History. Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religion 2—Jewish History. Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic and poetic writings of the various periods.

Religion 3—Beginnings of Christianity. Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of his person.

Religion 4—The Apostolic Church. Three hours each week. Credit: three hours second semester.

On the historical and religious background of the first century this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces and the Christian literature of the period.

Religion 5—History of the Christian Church. Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and protestant reform.

Religion 6—History of the Friends. Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religion 7—The Church: Worship and Ministry. Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Religion 8—The Church: Organization and Work. Three hours each week. Credit: three hours second semester.

A comparative study of church organization with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of field and departments of work in the local meeting and in national and international service.

Religion 9—Principles and Methods of Teaching Religion. Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religion 10—Organization of the Church School. Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the gradation and management of pupils, and the training and supervision of teachers.

Religion 11-12—Biblical Literature. Three hours each week.
Credit: three hours each semester.

An introduction to the study of Old Testament literature, including an analysis of the first six books of the Bible and an examination of the authorship, literary style, and meaning of the prophetic writings.

Religion 14—Seminar in Religious Autobiography. One two-hour period each week. Credit: three hours second semester.

The members of the seminar read each week one of the sixteen books required in the semester. Representative books are: Augustine, *Confessions*, Newman, *Apologia*, and Woolman, *Journal*.

Open to third and fourth year and other mature students.

ROMANCE LANGUAGES

FRENCH

A major in French shall consist of 24 credit hours beyond *French 1-2*. A student pursuing this major must take either *Spanish 3-4*, or *German 3-4*, or their equivalent. Whichever one is chosen should be pursued for two years. Greek, Latin, History or English are recommended as related subjects.

Students who are expecting to teach in the public high schools must elect 21 hours of work in education, three of which must be in Methods and Materials of Teaching French, and three in practice teaching.

French 1-2—Elementary Course. Three hours each week.
Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course. Three hours each week.
Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

French 5-6—Survey of French Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

French 7-8—Seventeenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4.*

Not offered 1930-1931.

French 9-10—Eighteenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4.*

Not offered 1930-1931.

French 11-12—Nineteenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4.*

Not offered 1930-1931.

French 15-16—Advanced Course. Three hours each week. Credit: three hours each semester.

This course offers a more advanced study of French grammar, phonetics, pronunciation, composition, diction, dictation, etc., than is provided by French 3-4 and is recommended especially for those who plan to teach French. It will be open, however, to anyone who has had sufficient preparation for the work.

Prerequisite: *French 3-4* or equivalent.

Education 33—Methods and Materials of Teaching Modern Languages. Two hours each week. Credit: three hours the first semester.

This course should be taken by all those who intend to teach any of the modern foreign languages. A brief historical survey will be made of the various methods which have been employed in the past in the teaching of Modern Languages, and this will be followed by a presentation of methods in use today. This course will include also a study of the material available in language teaching, such as maps, sound charts, tests, teaching devices, etc., and a thorough study will be made of the best methods of teaching the various elements of a language, as, for instance, grammar, pronunciation, reading, and composition. A number of written and oral reports will be required.

SPANISH

Spanish 1-2—Elementary Course. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course. Three hours each semester. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Spanish 5-6—Survey of Spanish Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *Spanish 3-4*.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

The two literary societies for young men, the Henry Clay and the Websterian, were organized in 1885. These societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into large rooms on the second floor of the Y.M.C.A. building.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The organizations occupy rooms on the first floor of Founders Hall.

The four societies meet every Friday night. During the year four formal inter-society receptions are given. The Henry Clay and Websterian societies are participating members of the North Carolina Intercollegiate Forensic Association.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate convention and to the student conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the college which is especially useful to new students. Social affairs of the college are in the

hands of committees appointed by the associations which work in conjunction with the faculty social committee.

Around the Y.M.C.A. and Y.W.C.A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

MUSIC ORGANIZATIONS

GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY

The choral society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual commencement in June.

THE MINNESINGERS

The boys' glee club forms a prominent place in Guilford College musical activities. Its membership is limited to twenty-eight. It is a member of the North Carolina State and Southern Intercollegiate Association, and participated in the annual contest held in Greenville, S. C., in 1930. An annual tour is taken in the Spring. The annual Minnesingers' concert is given after the trip.

EUPHONIANS

The girls' glee club has been put on a sound basis as a musical organization. It has a membership of thirty. Rehearsals are held regularly each week. Many concerts are given in the immediate communities. The annual concert is given in the Spring of the year.

FEDERATED MUSIC CLUB

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs. This connection enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

A CAPELLA CHOIR

An organization made up of the best voices of the College, and as the name suggests, all music is sung unaccompanied. A definite musical training is required before any member is permitted to sing in concert with the Choir. In order to receive this training all members are required to take the course in Sight Singing which deals with all phases of musical training. The choir made its initial appearance at Commencement, 1929. This is the first appearance of an organization of this type in a southern college. It introduces a new feature into the college and musical life of the South and much is expected from it. Mr. Noah, who directs the choir, has special training and experience with this kind of work and anticipates a great future for it. It offers, therefore, a great opportunity for college students interested in music. During the past season the choir made twelve public appearances.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the Faculty Literary Club. The council was organized in 1921 to take charge of the presentation of the two plays given annually by the student organizations represented. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment of the council.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and the Faculty Committee on Debates. The Council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college weekly. It consists of twelve members selected from the students. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are the principal officers elected by the Board. The Board is provided with office room in Memorial Hall.

ATHLETIC ASSOCIATIONS

The Athletic Associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education. Each student pays an athletic fee which carries with it membership in either the Men's or the Women's Association with full athletic privileges together with the right to attend the college athletic contests on home grounds.

THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in coöperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This

council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

WOMEN'S ATHLETIC ASSOCIATION

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus and three members of the faculty appointed by the President, have the general oversight of the student activities of the College. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

GROUP I

(Each activity is rated as one point)

Minor staff member of the Quaker; minor staff member of the Guilfordian; member of either Student Council; college marshals; cabinet members of Y. M. C. A. or Y. W. C. A.; member of Student Affairs Board; Chairman of Debating Council; member of either Athletic Council.

GROUP II

(Each activity is rated as two points)

Assistant business manager of the Guilfordian; associate editors of the Guilfordian; circulation manager of the Guilfordian; treasurer of a literary society; president of either Athletic Council; assistant manager of football and baseball; manager of track; secretary of either Glee Club; actor in a play; member of either Glee Club; varsity squad of track or tennis.

GROUP III

(Each activity is rated as three points)

Photographic manager of the Quaker; president of either Y. M. C. A. or Y. W. C. A.; president of either Glee Club; business manager of either Glee Club; president of Men's Student Council; president of Student Affairs Board; subscription manager of Quaker; chairman of program committee of Y M. C. A. or Y. W. C. A.; manager of men's baseball, basketball or football; varsity squad of football, baseball or basketball; member of debating team; member of Dramatic Council.

GROUP IV

(Each activity is rated as four points)

Editor-in-chief, business manager or managing editor of the Quaker; editor-in-chief, business manager or managing editor of the *Guilfordian*; president of Women's Student Council; house presidents; Chairman of Social Committee.

LIMITATION OF ACTIVITIES

A student with an average grade of "A" may carry thirteen activity points.

A student with an average grade of "B" may carry nine activity points.

A student with an average grade of "C" may carry five activity points.

A student passing nine hours of work, yet not having an average grade of "C," may carry three points only.

No student may hold more than one four-point office.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "D" or "E" cannot have his grade changed before the end of the quarter. No exception is made to this rule in case of students who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be re-admitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: President, Hardy A. Carroll, Kernersville, N. C.; Vice President, David J. White, Greensboro, N. C.; Secretary and Treasurer, Ida E. Millis, Guilford College, N. C.; Assistant Secretary, J. Paul Reynolds, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the college in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

PUBLICATIONS

The Guilford College Bulletin is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors chosen from the student body. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the college find it a valuable means of keeping informed as to what is going on at the College. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

The Quaker is published at irregular intervals of one to three years by the student body. It is a record in the form of pictures, poems and sketches of the various student activities of the College.

The Students Directory is published during the summer by the Young Men's and the Young Women's Christian Associations. It contains information about the college affairs useful to new students.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600.00 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The applicant shall have attended Guilford College at least two years and shall have distinguished herself in scholarship, excellence of character and give promise of future usefulness.

Only those students who have made formal applications will be considered. All applications must be filed with the faculty of Guilford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the Senior year provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

William F. Overman Scholarship. William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund, the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship* and whose average grade is 82% or more on all subjects taken at Guilford College, may be a candidate for this scholarship. From the candidates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in improving

some department of student activities; who has helped most in maintaining a fine cooperation between faculty and students; who has done most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

PRIZES

The Peace Prize. The Peace Association of Friends in America offers a first prize of \$25.00 and a second prize of \$10.00 for the best orations on a peace subject. The orations must be original, there must be five or more contestants, and the orations must be delivered at a public meeting that has been properly announced or advertised.

Literary Society Prizes for Improvement. Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

The William L. Rudd Consistency Prize is awarded annually to that member of the Websterian Literary Society who has made the best record for participation in the programs of the society.

Declamation Prizes for High Schools. Each year there is held at the college a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the college literary societies in order to stimulate literary society work in the high schools.

Honors. Members of the first and second classes, pursuing the regular amount of work whose average grade is 90 or above, and whose grade does not fall below 85 in any subject shall be entitled to *Honors*.

Members of the Junior Class who have received an average grade of 93 in their major work and do not receive a grade below 85 in any subject shall be entitled to *High Honors*.

Those members of the Senior Class who have received *High Honors* in their Junior year and whose average grade in the senior year does not fall below 93 shall be entitled to *Highest Honors*.

HONOR ROLL

Those eligible to the honor roll shall be the upper 10% of the freshman, sophomore, junior and senior classes; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year.

Those on the honor roll shall not be required to attend classes or be held for daily preparation, but shall be required to take quarter and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters shall be exempted from their final semester examinations.

The names of those on the honor roll shall be published at the end of each semester in the following papers: Guilfordian, Greensboro papers and home papers, and a letter shall be sent to the parents.

Once each year there shall be a special service, preferably chapel, when recognition shall be given to these students.

DEGREES AND PRIZES

1928-1929

DEGREES

The following degrees were conferred on Commencement Day, June 3, 1929:

Bachelor of Arts

Robert Henry Atkinson	Loyless Howard Melvin
Robert Dick Ayers	Sarah Bernice Mitchell
Marie Antoinette Barnes	Daniel Stanley Moore
Lois Ruth Beachom	Claudia Belle Neal
Mills Scott Benton	Lillie O'Quinn
Ruth Bundy	Frances Hartsell Osborne
Charles Samuel Coble	Kathryn Amanda Owen
Luther Edgar Francis	Alvin Scott Parker
Mattie Myray Gamble	Vernon Ray Parrish
Leah Elizabeth Hammond	Josephine Ring Paul
Alice Blanche Hazard	Clifton Cobb Pearson
Bernice Diffie Henley	Mary Newlin Pearson
Gertrude Elizabeth Hire	Virginia Ragsdale
James Cranford Hoyle	Esther Griffith Reece
Rachel Elizabeth Ives	Edwin Hewitt Rozell
Paul Christos Jassimides	Neola Elizabeth Steed
Mildred Mae Kimrey	Carrie Nation Teague
Eunice McPherson	Nellie Victoria Thomas
Nancy Edith Marshburn	Mary Lou Wilkins
Reginald Spencer Marshall	

Bachelor of Science

Joseph Everett Beaman	Kathleen Reynolds
Walter Ray Davis	Della Frances Shore
Winnie Elsie Davis	Wilmer Larkin Steele
Isaac French Holt	Willie Justice Strickland
William Alden Hunt	Ilena Thompson
William Patterson Hutchens	Richard Goode Wharton
Elizabeth Berta Levering	Nancy Moorman White
George Clyde McBane	

The following degrees were conferred August 10, 1929:

Lizzie B. Bradshaw, A.B. Genatus Warren Taylor, B.S.
 Mary Rhodes Copeland, A.B. Clare Andrew Trueblood, B.S.

SCHOLARSHIPS, PRIZES AND HONORS

Marvin Hardin Scholarship Paul Douglas Tew
 Websterian Consistency Prize Robert Henry Atkinson
 Peace Prize Clare Andrew Trueblood
 William F. Overman Scholarship Hale Newlin
 Henry Clay Orator's Prize Clare Andrew Trueblood

HONORS

Isabella Jinnette Pearle Kimrey
 Margaret Annabel Warner

HIGH HONORS

Sallie Belle Best Robert Van der Voort

HIGH SCHOOL CONTESTS

Declamation Contest William Hire, Clemmons
 Recitation Contest Helen Cord, Durham
 Track Meet Greensboro and High Point tied
 Tennis—Singles Southern, Winston-Salem
 Tennis—Doubles Southern and Creech, Winston-Salem

HONOR ROLL

FIRST SEMESTER 1929-30

The following students ranked in the upper 10% of their respective classes and are eligible to the honor roll:

SENIORS

Mary Ellen Lassiter Rembert Wallace Patrick
 Sallie Belle Best

JUNIORS

Isabella Jinnette

Mabel Ingold

Paul Douglas Tew

SOPHOMORES

Pearle Kimrey

Dorothy Alice Wolff

Margaret Annabel Warner

Jean Dorothy Cochran

Murray C. Johnson

Charles Brodie Money

Wilbert Leo Braxton

FRESHMEN

Ruth Ida Hiller

Mary Edith Camp

Ethel Maria Swaim

Mary Gray Richardson

Rosaland Harvey Newlin

James Carlyle Hackney

David Henry Parsons

Mary Adeline Cannon

Jewel Mock Conrad

Mary Katherine Booker

Sarah Augusta Davis

EXPENSES

For board, room rent, laundry, tuition, registration, library, laboratory and lecture fees for the academic year of thirty-six weeks.

For men in Archdale Hall	\$400.00
For men in Cox Hall	400.00
For women in Founders Hall	400.00
For women in New Garden Hall (not including laundry) estimated	300.00
For day students (board, room rent, and laundry not included)	150.00

When two or more students come from one family a 5% discount is allowed on the above charges, provided full cash payments are made in advance according to schedule on page 92. No discount is allowed if there is any modification of this schedule for payments, or if full cash payments are not made.

A room in the dormitory may be reserved by advancing \$5.00 on the charges for the year. This advanced payment is not returned except in cases of serious illness.

Each student is required to deposit \$5.00 with the Treasurer of the College at the beginning of each year or upon entrance. Unnecessary damages to College property are also charged against this deposit. The unused part is returned after all damages have been assessed. Where special medical service is rendered by a physician or a nurse's service is required for continued illness, the expense will be borne by the student.

The students, by secret ballot, have adopted a fee of \$14.00 to cover the expenses of the Athletic Associations, the Y. M. C. A. and the Y. W. C. A., the music organizations and the students' publications. The payment of this fee entitles the student to a subscription to the *Guilfordian* and a copy of the annual, and to the privileges granted by the organizations mentioned above.

Special Fees

Graduation Fee	\$10.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	4.00
General Deposit Fee	5.00
Reservation Fee	5.00

Fees in Music

Piano, two lessons per week	\$ 75.00
Piano, one lesson per week	45.00
Voice, two lessons per week	75.00
Voice, one lesson per week	45.00
Use of Piano for practice five hours per week	10.00
Use of Piano for practice ten hours per week	16.00
Violin or violoncello, two lessons per week	75.00
Violin or violoncello, one lesson per week	45.00
Music students taking one academic subject	125.00
Music students taking two academic subjects	145.00

Fees in Expression

Expression, one private lesson per week	40.00
Registration fee for students taking music or expression only	15.00

Fees in Commercial Courses

Typewriting (each semester)	\$15.00
Shorthand (each semester)	15.00
Bookkeeping (each semester)	5.00

PAYMENTS

Payments are due on or before the following dates:

Thirty percent (30%)	September 9, 1930
Twenty percent (20%)	November 11, 1930
Thirty percent (30%)	January 23, 1931
Twenty percent (20%)	April 1, 1931

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payments and should send other payments to the student promptly.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded; ninety per cent of laboratory fees are refunded when a student is reclassified; otherwise no refund is made.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative and difficult to determine.

Registration. Registration for the first semester must be completed by noon of the day on which the College opens officially, and for the second semester, by 8 a.m. of the first day of that semester. (See *Academic Calendar*.)

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to pay. Any student who has failed to pay his bills on the dates published in the Catalogue is denied the

right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

No student who has not settled his account with the college will be permitted to stand the midyear or final examinations of the college year.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st. Vacant rooms will be assigned in order of application.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

NEW GARDEN HALL

Girls are admitted to New Garden Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the College Committee on Expenditures.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive free tuition. Students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by doing odd jobs about the campus. During the past year the earnings of the students totaled approximately nine thousand dollars. Prospective students who must supplement their funds in this way will please address inquiries to the Business Manager.

CONDUCT

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the college and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the college in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a coöperative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which coöperates with the administration in all affairs of discipline affecting them.

Guilford College was founded and has been maintained with the purpose of promoting sound Christian character in connection with intellectual training. To promote the religious life of the College, the students are requested to attend a meeting for worship on Sabbath morning. To promote the unity of the College life they are requested to attend the morning chapel. Disregard for these exercises will be considered as disloyalty to the College.

The college reserves the right to request the withdrawal of any student who persistently engages in conduct that does not meet the approval of the administrative committees of the faculty or of the college.

GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college campus. Most of the trains are met by reliable bus drivers who charge twenty-five cents for transportation to the college. If one wishes to be met at a train which arrives at a late hour in the evening the college should be notified in order that arrangements may be made to have a car meet the train.

The college has telephone connection with all points both on the local and long distance line.

The college post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.

SUMMER SCHOOL

The eleventh session of the Guilford College summer school was conducted in 1929, from June 4th to August 5th. This provided nine full weeks of instruction, which corresponded exactly with one-half of a semester. A two-hour period in the summer school corresponds, therefore, with a one-hour period in the regular session, and makes the transfer of credits an easy matter to arrange.

Miss Leanore Goodenow taught classes in English and rural sociology and served as Dean of Women; D. Elton Trueblood taught history and philosophy and acted as director of the session; L. Lyndon Williams, mathematics and education; Dr. W. M. Lofton, Jr., chemistry and physics; Dr. C. O. Meredith, German; Miss Eva G. Campbell, biology and French.

The thirteenth session of the summer school will open on June 3rd and close on August 5th, 1930. Professor Duane McCracken will act as director. Courses in the following subjects will be offered: biology, chemistry, education, English, French, German, history, mathematics, and psychology.

For further information, address Director of Summer School, Guilford College, N. C.

REGISTER OF STUDENTS

GRADUATE STUDENTS

Ricks, Katharine Crenshaw Guilford College, N. C.

SENIOR CLASS

Allen, Graham Lester Snow Camp, N. C.
Best, Sallie Belle Route 1, Bentonville, N. C.
Blow, Gertrude Rich Square, N. C.
Bullard, Annie Ruth Roseboro, N. C.
Cox, Sarah Catherine Clarkton, N. C.
Farlow, Lena Gertrude Guilford College, N. C.
Fukasawa, Sumito

944 Inatsuke, Iwabuchi-Machi, Tokyo fu Japan

Hayworth, Evelyn Elizabeth Jamestown, N. C.
Johnson, Ruby Gold Route 4, Siler City, N. C.
Lassiter, Mary Ellen.....Rich Square, N. C.
Lindley, Eunice Elizabeth Route 2, Snow Camp, N. C.
Monroe, Lola Mae Star, N. C.
Moore, Okel Elwood 510 Hamilton St., High Point, N. C.
Murphy, Leslie Davis, N. C.
Neal, Annie Kate Walnut Cove, N. C.
Newlin, Benjamin Barclay Saxapahaw, N. C.
Newlin, Delmas Burton Saxapahaw, N. C.
Newlin, Mahlon Hale Saxapahaw, N. C.
Osborne, Jay Norman Route 3, Greensboro, N. C.
Patrick, Rembert Wallace Poughkeepsie, N. Y.
Ragan, Horace Smith Archdale, N. C.
Ray, Annie Josephine Gibsonville, N. C.
Spivey, Currie Byrd Guilford College, N. C.
Tew, William Alton Route 3, Goldsboro, N. C.
Wilson, Norma Belle Pikeville, N. C.
Yelverton, George Aldon, Jr. Fremont, N. C.
Zachary, Margaret Elva Hazel. Route 1, Snow Camp, N. C.

JUNIOR CLASS

Alley, James Granville	Walnut Cove, N. C.
Alley, William Hale	Walnut Cove, N. C.
Andrew, Bunyan Hadley	Route 2, Snow Camp, N. C.
Boose, Samuel Alfred	Route 2, Winston-Salem, N. C.
Cannon, Howard Lee	Guilford College, N. C.
Clinard, Ida Belle	Wallburg, N. C.
Denny, Harry Calvin,	Route 7, Greensboro, N. C.
Elliott, Argyle Elizabeth	Knottsville, N. C.
Fulk, Georgia Savannah	Pilot Mountain, N. C.
Futrelle, Mary Alice	203 Maple St., High Point, N. C.
Guthrie, Leona Mae	Snow Camp, N. C.
Hollowell, Mary Esther	Guilford College, N. C.
Ingold, Mabel Elizabeth	Climax, N. C.
Jinnette, Isabella	Bentonville, N. C.
Knight, Turner Talmage	Route 2, Harmony, N. C.
Lindley, Esther Annie	Route 2, Snow Camp, N. C.
Lippincott, John P.	South Church St., Moorestown, N. J.
McBane, Ollie Victoria	Saxapahaw, N. C.
Matthews, Lawrence Arnold	Guilford College, N. C.
Melville, Louise	North Wilkesboro, N. C.
Reece, Weldon	Booneville, N. C.
Reynolds, Mary Alice	Route 1, Randleman, N. C.
Robertson, Glenn Marion	White Plains, N. C.
Scarboro, Ernest Marshall, 512 Fifth Avenue, Greensboro, N. C.	
Sears, Lochie Moss	East Bend, N. C.
Short, Samuel Otis	Route 1, Greensboro, N. C.
Siler, Ora Elmina	Route 1, Guilford College, N. C.
Sizemore, Merlie H.	Route 2, Yadkinville, N. C.
Stafford, Allen Hale	Route 2, Greensboro, N. C.
Stuckey, Katie Pearl	Route 2, Fremont, N. C.
Tew, Paul Douglas	Route 3, Goldsboro, N. C.
Wafford, Edna Louise	Rosemary, N. C.

SOPHOMORE CLASS

Allen, George Clayton	Snow Camp, N. C.
Andrew, Verna	Snow Camp, N. C.
Armfield, Martha Ragan	High Point, N. C.
Barney, Marshall Hobart..	403 S. Spring St., Greensboro, N. C.
Barrow, Ottis Poe	Route 1, La Grange, N. C.
Beach, Benjamin	Hudson, N. C.
Booker, Julian	Smithfield, N. C.
Braxton, Wilbert Leo	Snow Camp, N. C.
Brown, Bera Arlita	203 E. Green St., High Point, N. C.
Brown, Oscar Lester	Route 5, Greensboro, N. C.
Bunn, James Allen, Jr.	Spring Hope, N. C.
Burton, Lois Fay	Route 5, High Point, N. C.
Carson, Jesse C.	Germanton, N. C.
Cathey, Sophia Cecile	Davidson, N. C.
Cheek, Thomas Jackson..	54 Vee St., N. W., Washington, D. C.
Chisholm, Herbert Dillard	Ramseur, N. C.
Clayton, Lucy Virginia	Route 7, Rural Hall, N. C.
Cochran, Jean Dorothy	Kernersville, N. C.
Conrad, Alice	Route 2, East Bend, N. C.
Conrad, Annie Laura	Route 2, East Bend, N. C.
Cox, James Roosevelt	317 Worth St., Asheboro, N. C.
Cullipher, Edith Anne	Merry Hill, N. C.
Davis, Irvin Nicholas	Route 4, Kenley, N. C.
Garner, Austin Elroy	Route 2, King, N. C.
Grimsley, Eleanor Shields	Kernersville, N. C.
Guthrie, Edna Rodema	Snow Camp, N. C.
Harper, James Madison	Route 6, Greensboro, N. C.
Harris, Mary Rachel	Route 4, Siler City, N. C.
Hassell, Grace Elizabeth	Jamestown, N. C.
Hendrix, Dewey Franklin	Kernersville, N. C.
Holton, Mabel Nicholson	Yadkinville, N. C.
Jackson, Ivan	White Plains, N. C.
Jessup, Annie	Guilford College, N. C.
Johnson, Kathryn Margaret	Liberty, N. C.
Johnson, Murray C.,	1410 Valley Park Drive, Greensboro, N. C.

Kerr, William Adams Glenwood, N. C.
 Kimrey, Josephine Route 6, Mebane, N. C.
 Kimrey, Pearle Route 6, Mebane, N. C.
 Leach, Estelle Ether, N. C.
 Lindley, James Marvin Route 2, Snow Camp, N. C.
 McCanless, Mattie Enola Route 1, Randleman, N. C.
 McCullen, Maurice Elizabeth Faison, N. C.
 McVey, Elizabeth Dolores Route 3, Snow Camp, N. C.
 Mackie, Wade Yadkinville, N. C.
 Money, Charles Brodie Yadkinville, N. C.
 Moore, Harris Conrad Liberty, N. C.
 Neal, Edna C. Meadows, N. C.
 Newlin, Dayton Gilbert Saxapahaw, N. C.
 Parks, Lois Alberta Roaring River, N. C.
 Pegg, Julia Aileen Box 554, Graham, N. C.
 Phillips, Jesse Amos Leaksville, N. C.
 Phillips, John Morton Leaksville, N. C.
 Pittman, Mary Elizabeth Kenley, N. C.
 Rayle, Nettie Rachel Bessemer Branch, Greensboro, N. C.
 Shore, Nora Lula Route 3, Yadkinville, N. C.
 Slate, Marguerite Priscilla Mizpah, N. C.
 Stafford, Lottie May Greensboro, N. C.
 Strickland, Imogene Route 2, Bailey, N. C.
 Thomas, Phillip David Guilford College, N. C.
 Trivette, Edith Irene

2334 Fairway Avenue, Winston-Salem, N. C.

Warner, Margaret Annabel West Grove, Pa.
 White, Allen Jesse Route 1, Belvidere, N. C.
 White, James Harold Climax, N. C.
 Wildman, Robert Walton Cedarville, Ohio
 Williams, H. Sinclair 65 W. Corbin St., Concord, N. C.
 Wineken, Grace Elizabeth Saluda, N. C.
 Wolff, Dorothy Alice Friendly Road, Greensboro, N. C.
 Woody, William Waldo High Falls, N. C.
 Wray, William Calvin, 515 Park Avenue, Winston-Salem, N. C.
 Zachary, Charlie Floyd Saxapahaw, N. C.

FRESHMAN CLASS

Allen, Charlie Fletcher	Snow Camp, N. C.
Allen, Frank Pope	Camden, N. J.
Allen, Paul Butner	Route 3, Tobacoville, N. C.
Andrews, Edna McCall	Bessemer Branch, Greensboro, N. C.
Barbee, George Gilbert	440 Sixth Ave., Lexington, N. C.
Beachom, Anna Marie	Star, N. C.
Beamon, Willie Linwood	Elizabeth City, N. C.
Beasley, Rachael Hilda	Pilot Mountain, N. C.
Blair, Edward Pugh	1007 Asheboro St., Greensboro, N. C.
Blair, Eleanor Eunice	901 Reading St., High Point, N. C.
Booker, Mary Katherine	227 South St., Mt. Airy, N. C.
Boose, Harvey Edward	Route 2, Winston-Salem, N. C.
Brendall, Earl Hall	Route 2, Guilford College, N. C.
Bundy, Mary Eliza	Jamestown, N. C.
Butner, Cyrus Watson	Route 3, Tobacoville, N. C.
Camp, Mary Edith	Route 2, Holland, Va.
Cannon, Mary Adeline	Guilford College, N. C.
Carroll, Robert Gentry	King, N. C.
Carson, Eleanor Simpson	Germanton, N. C.
Carter, Mary Lee	Advance, N. C.
Church, Rex Bynum	Roaring River, N. C.
Cobb, James Sydney, Jr.	Windsor, Va.
Coble, Adele Pheobe	Snow Camp, N. C.
Conrad, Jewell Mock	Winston-Salem, N. C.
Conrad, Mildred Eleanor	Route 2, Winston-Salem, N. C.
Culbertson, Atha Ilene	Snow Camp, N. C.
Davis, LeRoy Clarence	Yadkinville, N. C.
Davis, Mariam Irene	801 Grimes St., High Point, N. C.
Davis, Sarah Augusta	Route 5, Concord, N. C.
Edgerton, Elizabeth	Goldsboro, N. C.
Edgerton, Esther Olivia	Route 2, Pikeville, N. C.
Edwards, Lucy Mae	Route 2, Staley, N. C.
English, Sarah Ruvator	Archdale, N. C.
Farlow, James Ralto	502 Jones St., High Point, N. C.
Farlow, Junius Kemp	Guilford College, N. C.

Finison, Edwin Merrill	Troy, N. C.
Fulk, Robert Vernon	Pinnacle, N. C.
Garner, Simpson Ward	King, N. C.
Gilchrist, Ada Jeanette	Cameron, N. C.
Greene, George Prall	107 Wall St., Belvidere, N. J.
Hackney, James Carlyle	906 Vance St., Greensboro, N. C.
Hadley, Sara Doris	Route 6, Mebane, N. C.
Haines, Edith Marjorie ..	347 East 2nd St., Moorestown, N. J.
Hall, Bahnson Deecoy	Mizpah, N. C.
Hall, Rayborn Clinard	Ophir, N. C.
Hampton, Louis Robertson	306 Henry St., Leaksville, N. C.
Hendrix, Gladys Mitchell	Archdale, N. C.
Hiatt, John Edgar ...	1316 13th St., N. W., Washington, D. C.
Hiatt, Virginia Bell	Route 1, The Hollow, Va.
Higgins, George Edward	Guilford College, N. C.
Higgins, James Silvester	Route 1, Guilford College, N. C.
Hiller, Ruth Ida	Prospect Road, Mattapoissett, Mass.
Hinshaw, Elizabeth Emily	Whitsett, N. C.
Hinshaw, Fleta Iola Pauline	Asheboro, N. C.
Hire, Albert William	Route 1, Winston-Salem, N. C.
Hobson, Charles Wesley	Route 2, East Bend, N. C.
Holder, Lillian Alvira	Route 1, Tobaccoville, N. C.
Honeycutt, Thomas	Boone, N. C.
Hutchens, Brewer Paul	East Bend, N. C.
Ivey, Lenota Fern	Graham, N. C.
Jamieson, Robert Bashford	Gladston, N. J.
Jones, Barclay	29 Overhill Place, Yonkers, N. Y.
Jones, Carl White	1101 Johnson St., High Point, N. C.
Kerfoot, Clarence Weldon, Jr.	Shawnee, Okla.
King, Bertha Lee	Route 4, Greensboro, N. C.
Lawrence, Roberta Faye.....	Route 4, Mt. Airy, N. C.
Linville, Mary Elizabeth	Oak Ridge, N. C.
McBane, Mary Gladys	Snow Camp, N. C.
Marshburn, Ruth Mildred	Guilford College, N. C.
Martin, Stuart McGuire	Severn, N. C.
Matlock, Gordon Ware, 516 S. Mendenhall St., Greensboro, N. C.	

Matthews, Alta Mae	Route 2, Seagrove, N. C.
Meadows, Mary Lucile	Route 1, King, N. C.
Meadows, William Carroll	Route 1, King, N. C.
Melton, Ruth Rebecca	Galax, Va.
Morris, Dorothy Evelyn	High Point, N. C.
Neal, Odell Thomas	Meadows, N. C.
Nelson, Onis M.	Guilford College, N. C.
Newlin, Elizabeth Clegg	Route 4, Mebane, N. C.
Newlin, Roseland Harvey	Saxapahaw, N. C.
Newlin, Wendell	Route 1, Saxapahaw, N. C.
Nifong, Jerry Smith	Route 4, Winston-Salem, N. C.
Parsons, David Henry	614 W. Farris St., High Point, N. C.
Pierce, William Arrell	Hallsboro, N. C.
Ransdell, Willie Grace	Varina, N. C.
Reynolds, David Richard	Route 1, Randleman, N. C.
Richardson, Mary Gray	Benaja, N. C.
Roach, Esther Flora	621 Scales St., Reidsville, N. C.
Robinson, Horace Cooper	211 East Broadway, Salem, N. J.
Sands, William Johnson	Walnut Cove, N. C.
Shamburger, Elizabeth	Star, N. C.
Shields, Evelyn Emma	Kernersville, N. C.
Shields, Holland Herbert	Route 1, Kernersville, N. C.
Smith, Herman Lee	Grifton, N. C.
Smitherman, J. Ralph	Route 4, East Bend, N. C.
Somers, Martha Virgie	Route 2, Guilford College, N. C.
Stephens, Harrell	Hallsboro, N. C.
Stout, Harlan Blake	Snow Camp, N. C.
Sutphin, Elvin Creed	Galax, Va.
Swaim, Ethel Maria	Route 4, Kernersville, N. C.
Swaim, John Curtis	Route 4, Kernersville, N. C.
Thompson, Aliene	Watha, N. C.
Thompson, Ivan Hammer	Snow Camp, N. C.
Thompson, Mary Christine	Snow Camp, N. C.
Tomlinson, Elizabeth Peterson	Marlton, N. J.
Turner, Catherine Henley	Guilford College, N. C.
Turner, Henry Clay	Guilford College, N. C.

Turner, Mary Elizabeth	Pink Hill, N. C.
Watson, Pauline Elizabeth	Route 1, Pinnacle, N. C.
Wellons, Harry Alvah	Sedley, Va.
West, David Hickman	225 W. Broad, Paulsboro, N. J.
Whicker, Edith Eudora	Route 5, Winston-Salem, N. C.
Whitfield, Dorothy	66 Main St., Hackettstown, N. J.
Wiley, Annie Evelyn	Route 3, Greensboro, N. C.
Wilson, Robert Lucian	Route 1, Leaksville, N. C.
Woodburn, Lenora Kate, 1602 Asheboro St.,	Greensboro, N. C.

IRREGULAR STUDENTS

The following students have completed a four-year high school, but have not acquired regular class standing:

Bangs, Eleanor Grace	40 Union St., Deep River, Conn.
Bass, Samuel	Cooleemee, N. C.
Bethea, Mildred Wright	Jackson, N. C.
Carter, Frances Evelyn	801 Avery Ave., Morganton, N. C.
Cobb, Hugh Hunter	Rosemary, N. C.
Cooke, Mary Edith	Pilot Mountain, N. C.
Crutchfield, Lindsey Grey, 131 W. 9th St.,	Winston-Salem, N. C.
Dunn, Effie Lula	Samarcand, N. C.
Eagle, Eugene Octavius, 1721 Angelo St.,	Winston-Salem, N. C.
Edwards, Clarence Clay	Route 3, Kernersville, N. C.
Enscore, Tina Irene	Route 6, Winston-Salem, N. C.
Farlow, Annie Katherine	Box 55, Teachey, N. C.
Fletcher, Guy Martin	East Bend, N. C.
Hastings, Ina Stanley	Route 1, Kernersville, N. C.
Hastings, Rubye Geneva	Route 1, Kernersville, N. C.
Hendrix, Selma E.	Bessemer P. O., Greensboro, N. C.
Hicks, Graham Wesley	Troy, N. C.
Hinshaw, Gertrude Ina	Box 226, Emporia, Kan.
Johnson, Hoyt Dennis	325 Franklin St., Rosemary, N. C.
Land, Wm. Claude ..	1917 Maryland Ave., Winston-Salem, N. C.
Lineberry, Maude	Route 1, Siler City, N. C.
Lineberry, Nellie Mae	Siler City, N. C.

Linville, Mary Jo	Kernersville, N. C.
Love, John Norwood	Amory, Mississippi
Matthews, Randolph Bruce	East Bend, N. C.
Phillips, Julius Caesar	Bennett, N. C.
Pike, Thomas Hodgkin	Snow Camp, N. C.
Plummer, Julia M.	Box 120, Denton, N. C.
Raiford, Morgan Burgess	Franklin, Va.
Santiago, Ramon	49 Cardenas Ave., Banes, Cuba
Sapp, Doris Evelyn	Route 6, Winston-Salem, N. C.
Shore, Avery Clifford	Route 3, Yadkinville, N. C.
Silver, Blanche	Horse Shoe, N. C.
Slayton, Ottie Elizabeth	North Spray, N. C.
Smith, Preston	Guilford College, N. C.
Stout, Boyd Edward	Ramseur, N. C.
Thompson, Clarence William	Rich Square, N. C.
Troilo, Mary Avis ...	1803 Montpelier Ave., Pittsburgh, Penna.
Vick, Robert Stancill	Rosemary, N. C.
Winstead, Vernon Daulton	Zebulon, N. C.
Winstead, Willard Redford	Zebulon, N. C.

SPECIAL STUDENTS

The following students have not completed a four-year high school, but have been admitted to special work for which they seemed prepared:

Avery, Thomas Settle, 311 S. Mendenhall St., Greensboro, N. C.	
Barnes, Sanford Carlyle	Leaksville, N. C.
Binford, Richard, Music	Guilford College, N. C.
Edgerton, Henrietta, Music	Guilford, N. C.
Fogleman, Walter Lindsay	Guilford College, N. C.
Hicks, Earl Dexter	Troy, N. C.
Levering, Emily Virginia, Music	Guilford College, N. C.
Newlin, Elbert D.	Guilford College, N. C.
Tucker, Henry Francis	Route 1, Guilford College, N. C.
Wheeler, William Grellett	200 Price St., Greensboro, N. C.

SUMMER SCHOOL ONLY

1929

Bailey, William Fleming	High Point, N. C.
Bradshaw, Lizzie B.	324 Clay St., Franklin, Va.
Brown, Oscar Lester	Route 5, Greensboro, N. C.
Cook, Bessie	Route 3, Kernersville, N. C.
Dunlap, Mrs. Florence Mackie	Guilford College, N. C.
McBane, Everette	Guilford College, N. C.
Phillips, Marguerite	Bennett, N. C.
Robertson, Mrs. Ruth Finch	Cliffside, N. C.
Taylor, Mattie Sue	Danbury, N. C.
Taylor, Warren	Jamestown, N. C.
White, Harvey	Route 2, Brown Summit, N. C.

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June, 1930



GUILFORD COLLEGE

BULLETIN OF INFORMATION

ALUMNI NUMBER

Reports of Committees
1929-1930

PUBLISHED BI-MONTHLY

BY

GUILFORD COLLEGE

ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

FOREWORD

This issue of the Alumni Bulletin comes to you after a most delightful and profitable meeting on Monday, June 2nd, in Founders Hall dining room just after the commencement exercises. It brings cordial greetings, and presents a great deal of interesting material. We hope you will read the reports of the committees, study the program of the college, and write to the president of the college or to the president of the Alumni Association for further information or to encourage them in the work they are undertaking. If the work of any particular committee appeals to you, write to the chairman concerning it. It is only by the active, whole-hearted co-operation of all those who are interested in the welfare of Guilford College that we shall be able to accomplish the things we desire in the building of the ideal small college. We are hoping to have a message from every one of you expressing your interest in the work of the college, and telling us something of what you are doing.

ALUMNI OFFICERS AND COMMITTEES 1930-1931

President

David J. White, Greensboro, N. C.

Vice-President

Byron Haworth, Greensboro, N. C.

Secretary-Treasurer

Ida E. Millis, Guilford College, N. C.

Assistant Secretary-Treasurer

J. Paul Reynolds, Guilford College, N. C.

COMMITTEES

EXECUTIVE COMMITTEE

E. H. McBane (term expires 1931) Greensboro, N. C.
Clifford C. Frazier (term expires 1931) Greensboro, N. C.
Katharine C. Ricks (term expires 1932) Guilford College, N. C.
W. Chase Idol (term expires 1932) High Point, N. C.
Mary M. Petty (term expires 1933) Greensboro, N. C.
Paul S. Nunn, Chairman (term expires 1933)
Winston-Salem, N. C.

TRUSTEES OF LOAN FUND

Laura D. Worth (term expires 1933) Guilford College, N. C.
N. Era Lasley (term expires 1931) Guilford College, N. C.
W. Alpheus White, Jr. (term expires 1935) Jamestown, N. C.

THE CHRISTIAN WORK COMMITTEE

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Clara I. Cox High Point, N. C.
Marvin H. Shore Friendsville, Tenn.
James Hugh White Rt. 3, Winston-Salem, N. C.
J. Addison Smith Greensboro, N. C.

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Stanley Moore, Chairman	Greensboro, N. C.
E. H. McBane	Greensboro, N. C.
J. Cranford Hoyle	Roanoke Rapids, N. C.
J. Carl Hill	High Point, N. C.
Lyndon Williams	Chapel Hill, N. C.

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William W. Blair, Chairman	Greensboro, N. C.
Byron Haworth	Greensboro, N. C.
John Webb Cannon	High Point, N. C.
Harvey Dinkins	Winston-Salem, N. C.
A. Wilson Hobbs	Chapel Hill, N. C.

LITERARY COMMITTEE

N. Era Lasley, Chairman	Guilford College, N. C.
Ethel Speas	Greensboro, N. C.
Mary M. Petty	Greensboro, N. C.
Kate Smith	Winston-Salem, N. C.
Emma King	High Point, N. C.

CAMPUS COMMITTEE

Paul C. Lindley, Chairman	Greensboro, N. C.
Henry Davis	Rt. 3, High Point, N. C.
Dr. L. L. Hobbs	Guilford College, N. C.
A. K. Moore	Greensboro, N. C.
D. Ralph Parker	High Point, N. C.

RECEPTION COMMITTEE

Katharine C. Ricks, Chairman	Guilford College, N. C.
Mrs. David J. White	Greensboro, N. C.
Charles S. Coble	Salisbury, N. C.
J. Paul Reynolds	Guilford College, N. C.
Mrs. Francis Lindley	Guilford College, N. C.

AUDITING COMMITTEE

A. Scott Parker, Chairman	High Point, N. C.
Lindley Trenain	Greensboro, N. C.
Hervie N. Willard	High Point, N. C.

COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

Dudley D. Carroll, Chairman	Chapel Hill, N. C.
R. J. M. Hobbs	Chapel Hill, N. C.
S. Addison Hodgins	Greensboro, N. C.
C. C. Smithdeal	Winston-Salem, N. C.
H. Sinclair Williams	Concord, N. C.
W. P. Henley	Pilot Mountain, N. C.
W. E. Blair	Greensboro, N. C.

A MESSAGE FROM THE NEW PRESIDENT

At the beginning of the new year, the officers and Executive Committee of the Alumni Association realize that there is a great work to be accomplished during the year. We have already started our task. The first meeting of the new officers and Executive Committee was held in June. To carry on our work to a success, we must have the co-operation of all alumni and old students, and I appeal to every one to come to the support of the association. Before any organization is able to function properly, it is necessary to have ample funds to carry on its work. There are many alumni and old students who have failed to send in their annual dues of \$3.00. If you are one, please forward check at once to our treasurer, Miss Ida Millis, Guilford College, N. C.

We are all very proud of our Alma Mater, and we are anxious to have our college one of which we will continue to be proud. It is a known fact that "No college is stronger than its alumni," and it is up to us to keep Guilford a college in which we have pride. In her program of progress, she needs our aid. There is a real service for the alumni and old students to perform. It is, therefore, important that every old student and graduate of Guilford should rally with loyalty to the support of the administration in its endeavor to make Guilford the best small college in the South and keep it in that position.

It is most encouraging to note that the financial welfare of the college is claiming the attention of able men and is being promoted in New York. We have a sponsoring committee there. They are all representative people of importance, viz.:

George Gordon Battle, Attorney-at-Law, 37 Wall Street, New York City.

William C. Biddle, President of the Biddle Purchasing Co., The Biddle Service Co., 107 Chambers St., New York City.

David H. Blair, former Commissioner of Internal Revenue, Washington, D. C.

Royal J. Davis, Chief Editorial Writer for "The Evening Post," New York City.

Joseph M. Dixon, First Assistant Secretary of the Interior,
Washington, D. C.

Hon. O. Max Gardner, Governor of North Carolina, Raleigh,
N. C.

Henry Goddard Leach, President and Editor of "The Forum,"
170 East 64th St., New York City.

Mrs. Agnes Brown Leach, Chairman of the New York League
of Women Voters, 170 East 64th St., New York City.

Arlando Marine, Dealer in Building Stone, 7 East 42nd St.,
New York City.

T. Gilbert Pearson, President of the National Association of
Audubon Societies, 1974 Broadway, New York City.

Herbert C. Petty, Vice-President of the Crocker Wheeler Co.,
Ampere, N. J.

Ralph W. Sockman, D.D., Ph.D., Pastor of Park Avenue Metho-
dist Episcopal Church, 950 Park Ave., New York City.

William C. Taber, President of the Urner-Barry Co., Publishers,
175 Chambers St., New York City.

L. Hollingsworth Wood, Attorney-at-Law, 501 Fifth Avenue,
New York City.

These busy people have considered the work of our college
and its need, and have become enthusiastic about its ninety-three
years of service and its future possibilities.

This New York Committee has become so interested in the
centennial program that they have decided to assume the respon-
sibility of raising half of the \$25,000.00 needed annually until
1937. They went to work at once, and now have nearly half of
their part pledged. They have sent us a letter signed individually.
It is their message to us of the South. They assure us of \$12,500
on condition that those in the South raise \$12,500. This is a real
challenge. We have until September to meet it.

The college faculty has pledged \$1,000. The student pledges
exceed \$1,000. Every regular employee of the institution is
helping. This includes the colored fireman, cooks and laundresses.
The college community is doing its bit. Other pledges bring our

North Carolina total to more than \$4,000, which is about one-third of our share.

This fine spirit and generous help from our new-found friends in New York is too good to lose. We must match it in the South. The graduates and old students are always to be depended on, and we appeal to you for a whole-hearted co-operation with our college.

It is our desire to organize a Guilford College Club in every community where there is a sufficient number of alumni and old students to make it possible. These clubs should have two meetings each year, one in the fall and one in the spring. They would thus become a means whereby old friendships may be renewed and our allegiance to Guilford find expression.

DAVID J. WHITE, *President.*

MINUTES OF THE ANNUAL MEETING

The annual business meeting of the Guilford College Alumni Association was held in the dining hall in Founders, Monday, June 2, 1930, immediately following the alumni dinner.

President Hardy Carroll called the meeting to order.

By motion the reading of minutes and reports of committees was omitted, with the direction that all were to be printed in the *Bulletin*.

The secretary read the report of the election, and the newly elected president, David J. White, was called to the chair.

Dr. Binford was then introduced as the first speaker. He spoke on the subject, "1830 and 1930." It was in 1830 that North Carolina Yearly Meeting took the first action that led directly towards the founding of New Garden Boarding School, which later became Guilford College. The minute recording this action says, "The subject of the proper education and religious instruction of children and youth within the limits of the Yearly Meeting was weightily brought before us, and after a time of delibera-

tion on the subject, it was recommended to the care of the committee appointed yesterday to prepare an essay of an epistle of advice to add something suitable to be recommended to the observance of the Quarterly, Monthly, and Preparative Meetings."

What was added to this epistle of advice we do not know, but we do know that the Quarterly, Monthly, and Preparative meetings reported their educational conditions to the next Yearly Meeting. This is the first edition we are able to print of what happened a hundred years ago in the history of Guilford College.

Dr. Binford then spoke briefly of what had happened in 1930. A gift of \$5,000 from the Blount estate, secured by the activity of William C. Hammond of Asheboro, was announced. There has also been a gift of property valued at \$8,000 from the estate of Newton F. Farlow, transferred to the college through the kindness of his widow, Laura Moore Farlow. Another event of 1930 is the launching of the Guilford College Centennial Club, which is more fully described in other places in this *Bulletin*.

Dr. Hobbs was next introduced, and spoke as follows:

GUILFORD'S FIRST FACULTY

"President William DeWitt Hyde, of Bowdoin College, one time declared that a president who has succeeded in gathering a strong faculty about him has earned his salary. By this statement President Hyde evidently meant to endorse the old Greek saying that the teacher makes the school. Of course we must have students; but a competent faculty, if given a few years time, will bring students. The true order is faculty first, students second.

"The following men and women composed the first faculty for Guilford College, chosen forty-two years ago—1888: on this list my name came first, John W. Woody, Mary E. Mendenhall, J. Franklin Davis, Gertrude W. Mendenhall, Elwood C. Perisho, Julia S. White, Mary M. Petty, and Priscilla Benbow Hackney, matron. This group of nine men and women, young, vigorous, conscientious, enthusiastic, forgetful of self, formed

the group that launched Guilford on its great career. The five women, to say no more, Priscilla B. Hackney, Gertrude W. Mendenhall, Mary E. Mendenhall, Mary M. Petty, and Julia S. White would, if they remained a considerable period of time, make any college great. Four of these nine members of the first faculty are here today, Davis, Perisho, Mary Petty, and myself.

"I name with pleasure, emotion, and pride, the members of the first graduating class, that is, the class of 1889: Robert H. Cronk, Joseph Moore Dixon, Edward B. Moore, Lola Stanley, Robert C. Root, Lucius A. Ward, Campbell White, Florina Worth. On commencement day, Lucius A. Ward lay at the home of Joseph R. Parker, nearby, sick of a fever unto death; and we said in conferring his degree, '*eo absente*,' he being absent. No finer young man has ever crossed over Guilford's threshold than he.

"It is to me a happy coincidence that I have the pleasure (by request of the president of the Alumni Association) of introducing the next speaker, a distinguished member of the first graduating class of Guilford College, the Hon. Joseph Moore Dixon of Washington, D. C."

In his speech, Mr. Dixon heartily endorsed the centennial program for Guilford, and stressed the place of the small college in the educational program of the country. Most of his time, however, he spent in running over his days at Guilford, and his experiences here, in a manner which thoroughly delighted his audience.

IDA E. MILLIS, *Secretary*.

REPORT OF EXECUTIVE COMMITTEE

During the past year your Executive Committee has held four meetings, and feel that their efforts were not altogether in vain.

All standing committees were appointed to serve the association for the year.

Your committee was invited to meet at the college with other friends interested in Guilford's welfare and Dr. Binford presented Guilford's centennial program. This program was approved and directions were given that a letter be sent out endorsing the program as outlined. N. Era Lasley, J. Paul Reynolds and Katharine C. Ricks were appointed to serve as a committee to co-operate with the college in working out detail of plans.

Your committee was very anxious to arrange a program for Alumni Day that would be worth while and draw the alumni and old students back to the college. Hon. Joseph M. Dixon, a member of the first class of Guilford College, having accepted an invitation to be the speaker at our alumni meeting, it was decided to have a banquet, and the details were left to the reception committee.

The following ballot was prepared and mailed to all alumni and a large number of old students eligible for membership in the association:

President:

David J. White
Fred Morris

Vice-President:

Byron Haworth
Grady McBane

Executive Committee:

Mary M. Petty
Robert Marshall
Paul Nunn
A. Scott Parker

The ballot has been canvassed and the following were elected:

President:

David J. White

Vice-President:

Byron Haworth

Executive Committee:

Mary M. Petty

Paul Nunn

At the suggestion of Katharine C. Ricks, of the class of 1904, arrangements were made for joint meetings of the Committees of the Alumni, the Faculty, and the Trustees. These meetings were held at Founders Hall on the afternoon and evening of May 31st. A letter from the president of the college to the joint meeting of the committees follows:

Guilford College, N. C.

May 31, 1930.

*To the Committees of the Trustees, Alumni, and the Faculty of
Guilford College:*

Dear Friends:

It is a real pleasure to greet you in a joint meeting for the various interests of the college with which you have been entrusted.

This idea of Miss Ricks for you to have a joint meeting meets with my most hearty approval. It would appear that if all the forces interested in any one phase of the development of the college would meet together much more might be accomplished in the beautification of our buildings and campus, and in the promotion of the institution and the improvement of the college life.

At the close of the World War we projected certain goals of achievement. Many of these goals have been reached and even surpassed. As we look forward now to our centennial year, it

seems highly desirable that new goals should be set up and a careful program worked out in an effort to reach them.

If, for instance, those who are interested in the campus could agree upon certain things that lie within the reasonable *Campus* power of our friends to accomplish in the way of new plantings, especially of evergreens, new grading and improvement of walks, and plans for the upkeep of all the improvements, should be laid out with a view to using materials that are easily available (many of them not very expensive) and with a view to using the friends of the college in the community, in the faculty, and in the student body, a great deal might be accomplished within the next seven years.

For the use of the Committee on College Policy and Endowment, I am submitting the centennial *Policy and Endowment* program which has been presented to some of our friends in New York City. They have already begun work on the first item in this program and propose to secure half the money needed to make the work of the Centennial Club a success. This program has grown out of the work of the Centennial Committee, of the trustees, faculty and alumni and the work of Mr. Vose, who has been employed as the New York representative of the college. It has been submitted to the members of the Centennial Committee and other members of the trustees and has met with their approval. It has been considered and approved by the Executive Committee of the Alumni Association and by the faculty and students of the college. It is, however, subject, as it always should be, to further criticism and suggestions. We especially need the service of the Committee on Policy and Endowment in the effort to promote the idea of the Centennial Club amongst the alumni to secure the the subscriptions necessary to make it a success and to keep it up through the seven years leading up to the 100th anniversary of the founding of the college.

There is no phase of our work with the students that has been more difficult in recent years than that of the *Christian Work* promotion of our religious organizations. We will most heartily welcome any suggestions for goals of achievement which may be reached within the next seven years. Profound changes are coming over our religious thinking. New appeals must be made to catch the imagination and enthusiasm of our youth for moral and religious development. Shall our religious life still be kept in the hands of the Y. M. C. A. and the Y. W. C. A. or shall we find some other form of organization which may, possibly, be more effective?

Through the efforts of our News Service, organized by Mr. Turner, in which student help is used, an increasing *Publicity* volume of news has been placed in our state and local newspapers. We have not, however, reached an ideal efficiency in publicity for our work. We are not satisfactorily getting the activities and problems of the college before our alumni. We would welcome some new, practical plans for doing this. News letters have been sent out. Shall more of them be sent? and if so, how shall we meet the expense?

I am submitting samples of publicity to prospective students. We are not reaching, as we should, all the young people in our Quaker communities. Suggestions as to how this may be done will be appreciated. Some of the faculty have gotten out into some of the communities recently. Some program whereby every Quaker youth in North Carolina may become thoroughly acquainted with Guilford College is very desirable.

For the Literary Committee I would like to suggest that if some plan can be made whereby more prizes *Literary Committee* can be offered to stimulate our students in literary activities, or something can be done to arouse a greater interest in our literary societies, such a movement will be of great benefit to the college.

I do not find the Committee on Athletics on the list of those who are meeting this afternoon. We would be interested, however, in suggestions concerning our athletic program. The recent development of the Little Six has given us new opportunities for inter-collegiate sports which have given new courage, hope, and satisfaction to the teams of the small colleges in North Carolina.

Cordially yours,

RAYMOND BINFORD.

The success of this plan for a joint meeting of the committees, together with the efficient work of Ida E. Millis, our secretary, account for the excellent reports submitted for publication in the *Alumni Bulletin*.

Respectfully submitted,

N. RUSH HODGIN, *Chairman*.

REPORT OF THE RECEPTION COMMITTEE

The Executive and Reception committees decided that every effort should be made to have a large, representative gathering for commencement this year. It was also decided that the alumni annual meeting was to be held on Monday, June 2, 1930, at a dinner immediately following the graduating exercises. The Reception Committee was asked to have charge of the dinner, and the afternoon tea.

Miss Elizabeth Bruce served a delicious dinner at 1 p. m. The menu was: Fresh fruit cocktail, $\frac{1}{4}$ fried chicken, fresh peas and potatoes, tomato and cucumber salad, ice cream, and coffee. The cost of the dinner was 73 cents per plate. Tickets were one dollar each. There were 202 seated at the tables in Founders Hall, where the dinner was served. Of this number about 60 were guests to whom complimentary tickets were given. These included members of the graduating class, former faculty mem-

bers, and speakers. The tables were beautifully decorated by Mrs. McCracken.

In the afternoon Mrs. David J. White, with a special committee, served punch on the lawn.

Another plan for the social side of the alumni gathering was that of inviting former members of the faculty to return to meet their old students. Several of them came as our guests, and added to the pleasure of the occasion, although the idea of holding classes did not work out.

In the Alumni Register, which was kept open Sunday afternoon and all day Monday, 167 names of alumni and former students of Guilford College, and of New Garden Boarding School, were written.

The Reception Committee met on Saturday evening when the other committees met jointly, and made final arrangements for Monday. At this time all committee members were guests of the college for dinner.

Respectfully submitted,

KATHARINE C. RICKS, *Chairman.*

PUBLICITY COMMITTEE REPORT

A characteristic of a great deal of college publicity is that it urges information upon a public and alumni membership that do not seek it. A large per cent of the alumni of an institution becomes less interested in their alma mater as their graduation days loom further in the past. To secure their attention under these circumstances necessarily requires an aggressive process of overcoming indifference and of creating a desire for understanding.

The developments in educational methods in our colleges, especially within the last generation, have far outrun the developments of widespread popular understanding of them. What the supporters of Guilford College will increasingly demand is con-

tinuous and reliable publicity, the primary motive of which is not definite and immediate, even spasmodic, action on the part of the alumni and friends, but rather a sound and adequate comprehension by the people of the institution that they have created and are supporting.

Now that the college is helping to promote the program of the Guilford College Centennial Club, the Publicity Committee believes that the publicity program must be increasingly progressive. Every media for disseminating constructive information and interpretation about Guilford College over the state and nation must be utilized. Following are a few suggestions proposed by the Publicity Committee.

Not only should the College News Service continue to carry on regular correspondence with five or more leading daily newspapers, but it should keep the home papers of all the students supplied with all available personal news items. It has been found that these county papers are happy to receive information about their home town boys and girls who have won for themselves distinctions while at college.

It is also felt that the News Service is losing an opportunity if it does not prepare and publish in the daily papers a large number of feature articles concerning the college each year. Pictures of new officers for debating clubs, literary societies, and other organizations are, as a rule, appreciated by the newspapers.

The radio as an instrument for advertising is becoming more and more popular and effective. The Publicity Committee feels that the sponsoring of radio programs which was begun last year should be continued this year just as often as the generosity of the radio stations will permit.

The News Letter which has been issued occasionally by the Centennial Club is an effective way to keep the alumni and old students in touch with the progress and needs of the college. The committee recommends that it be continued and that it be published at closer intervals.

The sponsoring of Young Friends Conferences, high school

day programs and contests, and other opportunities to get high school young people acquainted with and interested in Guilford College should be continued with zest.

BYRON A. HAWORTH, *Chairman Publicity Committee.*

REPORT OF ATHLETIC COMMITTEE

The brightest light of the past athletic season at Guilford was the football team. It was probably the best team that Guilford College has produced. Seven games were won, one was tied, and one was lost. Guilford scored 106 points to her opponents' 55, and, for the second time, won the championship of the Little Six Conference.

The outstanding players were Bunn, Cheek, Johnson, Newlin, and Chisholm in the backfield, and Captain Murphy, Captain-elect Lippincott, and Jackson, Love and Ragan in the line. The team will lose Murphy, Newlin, and Ragan by graduation.

The basketball team was not very successful in the number of games won and lost, but will furnish a foundation for future basketball teams. They learned an entirely new system of play, and every man returns next year except Captain Yelverton.

The baseball team had a fair season, winning some hard games and losing some easy ones. The whole squad will be back next year.

Tennis and track were very popular sports this last year, and both teams were successful.

Physical Education in some form is required of all students at Guilford College, and is one of the important factors of the college life. Mrs. Andrews has done some fine work as physical director of women.

Mr. Carlyle Shepard was an excellent faculty manager of athletics and track coach.

The last season was Coach Anderson's first year as head coach at Guilford, and too much credit cannot be given him for

a very successful year. He was ably assisted in football by Cranford Hoyle.

With almost all of the athletes returning next year, a good prospect is assured.

A. K. MOORE, *Chairman,*

STANLEY MOORE,

E. H. MCBANE,

E. G. SHORE,

J. CARL HILL,

Athletic Committee.

REPORT OF RELIGIOUS WORK COMMITTEE

At the opening of the meeting of the Religious Work Committee, Louise Melville and Bunyan Andrews, presidents of the Y. W. C. A. and the Y. M. C. A., reported the accomplishments of the associations during 1929-30. They stressed the benefit received from the state officers training camp which was held at Guilford the last of April, mentioned attendance at the Student Volunteer Convention, and spoke of their plans to go to the Blue Ridge Conference this summer. As usual, the Y. M. and Y. W. have co-operated in conducting the School of Missions and have had charge of the college Sunday school. Under the leadership of Mary Reynolds and Harry Wellons, the Sunday school had quite a successful year, and until late in the spring attendance was good. The class conducted by Mr. Trueblood had the largest enrollment and was a success. For next year new developments are being planned. A large part of the work of the Y. M. and Y. W. is done in connection with the social life on the campus and the effectiveness of that phase was commented on.

For the objectives the following were indicated in the discussion:

I. Adequate appropriations for social life and provision for a different type of social from 6:30 until 7:00.

II. A Y. hut to provide a place for social life or the remodelling of Founders Hall to furnish suitable students parlor. (Miss Melville reported that the hut fund had reached a \$600 total.)

III. Better attendance, especially at the Y. M. C. A. In discussing this, several suggestions were offered: the advisability of planning programs a semester ahead and printing them, the question of faculty advisors and members for the Y. M., the use of more posters, and the whole question of religious interest on the campus. The committee felt that perhaps the number of religious activities was somewhat large and the division of interest resulted in scattering of effort. However, no solution was offered.

IV. A more religious atmosphere in Sunday evening services and in chapel exercises.

V. The possibility of welding the community and the college into more perfect unity in the church. It was suggested that perhaps representatives of the Y. M. and Y. W. and the faculty might be able to accomplish this in co-operation with the Pastoral Committee.

HUGH W. MOORE, *Acting Chairman.*

REPORT OF LITERARY COMMITTEE

Your Literary Committee takes pleasure in reporting the continued literary advancement of the faculty and students at Guilford College. This essential part of the college should always be kept in the foreground. Your committee recommends the following:

1. That the four literary societies at Guilford College be urged to make a strong effort to have their organizations active and efficient along the lines for which they were created. The Websterian and Henry Clay Societies, as well as the other societies, have done excellent work in the past. Students who are now noted in our state and nation received valuable training in these

organizations. With such a heritage they should not be allowed to lapse into inactivity.

2. That public speaking be made a required subject in the college curriculum. It is nothing less than a tragedy for men and women to leave college without the training and experience necessary to preside successfully over a committee meeting, or a public gathering, in a parliamentary fashion and to express themselves in a clear and impressive manner. Public speaking is not necessarily oratory, yet being able to speak in public is daily needed by leaders in every line as well as by lawyers and ministers.

3. That support be given to plans for the enlargement of the Guilfordian so that it may be published with college magazine editions, with space for literary and scientific articles, such articles to be contributed by both students and faculty.

4. That the members of the faculty of the college be encouraged to publish the results of their research and study.

Respectfully submitted,

ROBERT H. FRAZIER, *Chairman.*

REPORT OF CAMPUS COMMITTEE

The Campus Committee met Saturday afternoon, May 31st, at 3 o'clock in East Parlor to discuss plans for campus beautification during the next seven years. Fourteen members were present—representing the Board of Trustees, faculty, and student body. Various ideas were discussed by which we may improve the appearance of the campus during the period of the centennial program.

Mr. Paul Lindley, acting chairman, gave an outline of what might be done: through a definite plan of making the roadways more beautiful, the shrubbery more attractive during the winter months when the trees are bare, and planting with the idea in

view of framing the most pleasing and concealing the unattractive vistas. He stressed the native beauty of the campus and insisted that artificiality not be allowed to enter into the plans for the planting. But the first and most important step is in the drawing up of a definite plan for action.

A plan which was previously laid out by a professional landscape gardener was moved to be brought forward at the next meeting. Another plan—which also exists—is to be discussed at the next meeting.

A message was read from Dr. Binford expressing his appreciation for the interest shown in the campus and a vote of thanks from the committee to him was given. Miss Ricks was also given an appreciative vote for her interest and the work which she has been doing.

A motion was made to arrange for planting shrubbery around the gymnasium before the next school term. This was unanimously seconded and the meeting was adjourned to meet again on Monday afternoon.

PAUL LINDLEY, *Chairman*,
DOROTHY WOLFF, *Secretary*.

REPORT OF COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

One meeting of the committee was held during commencement week, when a number of things were discussed which look toward the improvement of Guilford as a first-class small college. The subject which claimed most of our attention was raising the endowment to \$1,300,000 by 1937. This is the common object of all of Guilford's alumni and friends. Adequate financial support is and should be the chief policy of the Alumni Association. Your committee gives to this movement its endorsement and support.

A necessary part of the centennial program is the raising of a sustaining fund in order that the college may properly func-

tion until such time as the endowment is fully raised. We were much encouraged by the progress that has already been made in this direction. The attitude of the faculty, student body, and employees is shown by substantial contributions. Such support springs from a conviction of Guilford's essential worth as an educational institution and a belief in its future possibilities of usefulness.

With the centennial program ahead of us we believe that all efforts should be made to fully attain the goal we have set.

For the Committee,

R. J. M. HOBBS, *Chairman.*

REPORT OF TREASURER OF GUILFORD COLLEGE ALUMNI ASSOCIATION TO JUNE 2nd, 1930

RECEIPTS

6- 1-29	Cash on hand	\$256.65
	Received from fees for 1929-30	
	since June 1, 1929	75.00
6- 2-30	Received for fees for 1930-31	140.50
4- 1-30	Received from interest	5.27
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	Total receipts	\$477.42

DISBURSEMENTS

6- 3-29	Paid Hale Newlin for subscriptions	
	to Guilfordian	\$ 95.95
6-12-29	Paid Miss Gainey, Treas., one-half	
	cost printing Alumni Bulletin	
	for 1928	52.50
6-12-29	Paid A. K. Moore Realty Co. for	
	money advanced for stamps, etc.	8.25
7- 1-29	Paid Grace Bulla for clerical work	1.72
7-31-29	Paid Maude L. Gainey, Treas., for	
	supplies for Alumni Reception ..	11.53
4-22-30	Paid J. Paul Reynolds for stamped	
	envelopes	14.87
4-24-30	Paid J. Paul Reynolds for stamped	
	envelopes	4.00
5- 2-30	Paid J. Paul Reynolds for clerical	
	work	10.00
5-14-30	Paid J. Paul Reynolds for stamped	
	envelopes	60.00
5-31-30	Paid Advocate Printing House for	
	printing ballots	6.00

5-31-30	Paid J. Paul Reynolds for clerical work and stamped envelopes	12.00	
	Total disbursements		\$276.82
6- 2-30	Cash in savings bank (life member- ship fees)	\$135.50	
	Cash on checking account	65.10	
	Total		\$200.60

Audited and found correct this May 31, 1930, A. S. PARKER, JR.

REPORT OF TRUSTEES OF LOAN FUND 1929-1930

RECEIPTS

30- 4-30	Balance in bank	\$127.38
1- 6-29	Received Ralph Landis, interest	9.00
4- 6-29	" T. Everette McBane, interest	3.00
4- 6-29	" Katie Lambeth, note	50.00
4- 6-29	" Katie Lambeth, interest	9.00
1-10-29	" Paul Reynolds, interest	6.00
26-10-29	" Annie Mae Newlin, note	10.00
6-11-29	" Mary E. Hodgin, interest	7.50
9-11-29	" Anna Mae Newlin, note	10.00
22-11-29	" Lillie O'Quinn, note	20.00
24-11-29	" Ralph L. Landis, note	10.00
1-12-29	" Annie Mae Newlin, note	10.00
10-12-29	" Lillie O'Quinn, note	10.00
16-12-29	" Paul Reynolds, note	150.00
16-12-29	" Paul Reynolds, interest	4.50
14- 1-30	" Anna Mae Newlin, note	10.00
16- 1-30	" Nell Stinson, interest	6.00
16- 1-30	" Annie Hodgin, interest	11.88

17- 2-30	" Mary Frances Turner, int.	9.50	
15- 3-30	" Anna Mae Newlin, note	10.00	
14- 5 4-30	" Anna M. Newlin, note in full	13.00	
Interest on bank deposit to 30-4-1930		2.34	\$ 512.40

DISBURSEMENTS

10- 9-29	Paid to Paul Reynolds	\$150.00	
23- 9-29	" W. Calvin Wray	45.00	
14- 1-30	" Dorothy Wolff	100.00	
25- 1-30	" Howard Cannon	55.00	
17- 3-30	" Alton Tew	50.00	
30- 4-30	" for stamped envelopes	2.20	
30- 4-30	Balance in bank	110.20	\$ 512.40

30-4-30

LAURA D. WORTH, *Treasurer.*

ASSETS

30- 4-30	Cash in bank	\$110.20
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NOTES RECEIVABLE

26- 1-24	Everette McBane	\$ 50.00
9- 2-24	Katie Lambeth	100.00
9-10-24	Ralph L. Landis	43.10
13- 9-26	Mary Frances Turner	40.00
1-12-26	Mary Frances Turner	60.00
13- 9-26	Paul Reynolds	25.00
8-10-26	Paul Reynolds	25.00
18- 2-28	Paul Reynolds	50.00
30- 1-28	Robert H. Atkinson	65.00
15- 1-29	Robert H. Atkinson	35.00
4- 4-28	Nell E. Stinson	100.00
23- 1-29	Thelma King	50.00
30- 1-28	Mary Hodgin	75.00
10- 5-28	Mary Hodgin	50.00
30- 1-28	Annie Hodgin	75.00

10- 5-28	Annie Hodgkin	50.00	
28- 5-28	Winnie Davis	30.00	
20- 5-28	Winnie Davis	25.00	
11- 6-28	Blanche S. Taylor	97.00	
4-12-28	Lillie O'Quinn	50.00	
6- 5-29	Lillie O'Quinn	30.00	
23- 9-29	Calvin Wray	45.00	
14- 1-30	Dorothy A. Wolff	100.00	
25- 1-30	Howard L. Cannon, Jr.	55.00	
17- 3-30	Alton Tew	50.00	
25- 1-24	John W. Frazier	25.00	
1- 4-24	John W. Frazier	75.00	
11- 1-24	R. Glenn Lassiter	100.00	
14- 9-26	Henry F. Tew	60.00	
18-10-26	Henry F. Tew	40.00	1675.10
			<hr/>
			\$1785.30
Contingent balance note receivable, Ida Hutchens ----		40.00	
			<hr/>
Total			\$1825.30

Audited and found correct this May 31, 1930,
A. SCOTT PARKER, JR.

LIFE MEMBERS OF THE GUILFORD
COLLEGE ALUMNI ASSOCIATION
JUNE 1st, 1930

William Penn Henley
Dora Bradshaw Clark
Charles D. Benbow
Henry A. White
Henry Davis
*Julia S. White
Agnes King Hassler
W. E. Blair
*Brown Finch
Richard J. M. Hobbs
Hardy A. Carroll
John Henry Beeson
Herbert Howard
J. Hal Lassiter
D. Ralph Parker
Jos. D. Cox
*R. W. McCulloch
A. Wilson Hobbs
Virginia Helms
George Dees
Katharine C. Ricks
J. Elwood Cox
Elizabeth G. Elliotte
Anna B. Benbow
Clara Davis
Emma Blair

*B. N. Duke, 1925

John Anderson, 1925

Eunice D. Meader, 1926

J. O. Fitzgerald, 1927

W. L. Rudd, 1928

* *Deceased*

HONORARY MEMBERS OF THE GUILFORD
COLLEGE ALUMNI ASSOCIATION

JUNE 1st, 1930

-
- L. Lyndon Hobbs, elected 1910
Mary M. Hobbs, elected 1910
*Priscilla B. Hackney, elected 1911
J. Elwood Cox, elected 1912
*H. Louisa Osborne, elected 1913
J. Franklin Davis, elected 1914
*John Van Lindley, elected 1914
Raymond Binford, elected 1914
*Eula Dixon, elected 1914
*Gertrude W. Mendenhall, elected 1915
Mary M. Petty, elected 1915
William A. Blair, elected 1915
Robert N. Wilson, elected 1917
*Jeremiah S. Cox, elected 1923
Elwood C. Perisho, elected 1924
Maud L. Gainey, elected 1925
*Sarah E. Benbow, elected 1925
-

* *Deceased*





GUILFORD COLLEGE

BULLETIN OF INFORMATION

PRESIDENT'S REPORT

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter
under act of Congress August 24, 1912.

THE FORTY-SECOND ANNUAL REPORT OF THE TRUSTEES OF
GUILFORD COLLEGE TO THE NORTH CAROLINA
YEARLY MEETING OF FRIENDS

In making this report, the Trustees wish at this time to express their appreciation of the faithful services of President Binford.

In reading his report made one year ago, and his report made at this time and comparing them with the reports made ten years ago, we find a vast improvement in every department of the college. We invite the friends of the college to carefully read these reports and study them, for there is more in them than the casual and indifferent reader will realize at first reading. Only those who have been close to the inside workings of the college know the amount of labor and the long hours and days and months of strenuous toil that Dr. Binford has given to the college. He has not served like a hireling—merely selling his time for a season and then dropping his pen and going away. He has given the best that is in him to carry on the school and, at the same time, build a real college.

Dr. Binford has been at the head of the college for twelve years and we believe the above expressions by the Trustees are due him, and it is with pleasure that we write them into the records of this institution in the form of a report.

Although the college has again fallen behind financially, there has never been an abler faculty and a stronger and better equipped body of teachers at the college than has been during the past year, and we believe that the college is rendering as valuable aid to the students as is rendered by any college in the state. We have at various times expressed our opinion as to the superior advantage to the student in the small college, and above all let it be a denominational or Christian college. We find this to be the opinion of the foremost educators in this country. It is said that in former times the parents selected the school for their children, but in recent times the children do the choosing and in their choosing they fall into the popular trend of the biggest crowd and the most noise and thereby lose careful training and the appreciation of more worth-while things. We desire again to impress upon the parents of the three thousand children in the North Carolina Yearly Meeting of Friends that they put forth their best efforts to place their children during the formative years of their lives in a school where they will come in close contact with culture and Christian influence, for this will be worth

far more to them in after life than all the crowd and noise of this noisy and thoughtless world.

Before leaving this subject we wish to say that selecting a school for your children is no light nor trivial matter. We have known of parents who, when their child left home the first time to enter college, called the family together and prayed that God would go with the child and lead it into a noble and useful life. Such prayers were never forgotten by the child and in after years the man or woman knew that prayer had been the greatest blessing of their lives.

The President, in his report, calls our attention to a campaign that is to be carried on until 1937 to increase the endowment and make such improvements as the college needs. We have endorsed the campaign with the desire that the college, at its one hundredth anniversary, will have achieved that which its founders and friends hoped for.

During the year the college and the Yearly Meeting have lost a strong and faithful friend by the death of Mary Mendenhall Hobbs. For more than thirty years she was a pillar of strength to the college. Her fine personality, her superior gifts of mind, together with her devotion to all causes that tended toward the welfare of humanity, made her one of the outstanding women in the Society of Friends. It is with sadness that we record her death.

Before closing this report, we wish to thank Miss Maud L. Gainey for her painstaking service as treasurer of the college. We wish to thank all the officers and teachers and helpers of the college for their kind and interested services.

The terms of service of J. Elwood Cox and Richard L. Hollowell as trustees expire at this time and the Trustees, after conferring with the Yearly Meeting Committee, are united in recommending their re-election.

The following persons have been employed: Raymond Binford, president; Lewis Lyndon Hobbs, president emeritus; James Franklin Davis, professor of Greek; Elwood C. Perisho, geology; Edgar T. Hole, financial agent; Katharine C. Ricks, librarian; Maud L. Gainey, treasurer; N. Era Lasley, registrar; J. Wilmer Pancoast, mathematics; Eva G. Campbell, biology (half year); Samuel L. Haworth, religion; Dorothy L. Gilbert, assistant in English; Duane McCracken, economics and business; Bertha M. B. Andrews, dean of women and director of physical education; Philip W. Furnas, English; E. Garness Purdom, physics; Max Noah, music; Wm. M. Lofton, chemistry; Grover S. Mumford, French; Ross G. Frounck, Latin and Spanish; Elizabeth C.

Bruce, home economics and dietitian; F. Carlyle Shepard, education; J. Paul Reynolds, biology; John P. Anderson, physical education for men; Clyde A. Milner, psychology and dean of the college; Ernestine C. Milner, personnel and vocational guidance; Gail Wilbur, assistant in music; Helen T. Binford, German; Edna C. Haviland, matron; Emily R. Levering, matron New Garden Hall; Elizabeth O. Meinung, domestic art and sewing; Flo Osborne, stenographer.

THE FORTY-SECOND ANNUAL REPORT OF THE PRESIDENT TO THE BOARD OF TRUSTEES

We undertake the writing of our annual report with the feeling that an integral part of the college is gone from us. We have a sense of loneliness and loss when one who has contributed so much to the culture, the strength, and the very life of the college is no longer with us. During the whole period of our connection with the college we have worked under the stimulating influence of Mary Mendenhall Hobbs. Although during recent years she was rarely able to attend any of our meetings or social occasions, the knowledge that she was observing our work and was taking a real interest in it gave us a confidence and a sense of security.

Probably the most distinctive contribution that Mrs. Hobbs has made to Guilford College is the idea of New Garden Hall. This building, with its cooperative housekeeping, its comradeship in the struggle for a finer and better foundation for a life of love and service and its fellowship in actual noble living, are only some very splendid and tangible results of a much greater vision that she had for the young women of North Carolina. Although she was always intensely interested in Guilford College, her insight into the needs of her time and her grasp of the eternal issues of life swept her out beyond the confines of any one institution into the stream of the life of her beloved Society of Friends and of her beloved Southland.

Coming into active life at the close of that awful period of the civil war, she was thrust into its poverty and surrounded by its entailed ignorance. She looked out upon a native state that offered almost no opportunities for the higher education of its young women. It was, indeed, a situation to try men and women of the finest fiber, and to put their faith to the severest test. Only a prophet could see a great future to a society, so badly wrecked and so terribly handicapped. But being in a real sense a prophet, and at the same time possessing such unusual qualities of mind and character, she threw herself into the task with a facility of pen and a convincing power of speech that touched the well springs of action and brought forth surprising results. Her writings and her lectures contributed no small part to the great forward movement in higher education, especially for women, that has taken place in North Carolina during the past fifty years.

Although vigorous and fearless in thought and action, her tender, almost pathetic sympathy for those in pain or trouble inspired our

confidence and trust in her almost as much as did her outstanding ability. Her doubt as to the outcome or the worthwhileness of the work she was sharing with us made her life seem more closely bound up with the struggles and the hopes of her companions in service.

Pushmataha, a great leader of the American Indians, who commanded the respect and the high esteem of the prominent men of the United States in his day, lay dying, away from his home. He said to his companions, "You will go back to your homes; they will ask you, 'where is Pushmataha?' You will say 'He is no more.' They will hear the tiding like the sound of the fall of a mighty oak in the stillness of the woods." So we feel that a great spirit has departed from us and left us filled with solemn awe.

We are losing two men from the faculty who have made large contributions to the college life in the past few years. Mr. F. Hill Turner, Business Manager for the past four years, has been very active in improving the appearance of our buildings and grounds, has organized the Guilford College News Service so that the publicity of our work has been very greatly increased. He has improved the organization of the student service and has been very active as a field-man in visiting prospective students and in collecting accounts. D. Elton Trueblood, Dean of Men for the past three years, has been one of the most prodigious workers with whom it has been our pleasure to be associated. His industry, his generosity, his unselfish contribution of his whole energies to the work of the college and his enthusiasm for it, has been remarkably stimulating, not only to the faculty, but to all the students with whom he came in contact. We can but express our sincere appreciation of the excellent work these men have done and extend to them our very best wishes in the new fields of activity to which they are going. They will both take up studies with a view to completing their work for the Doctor's degree.

Clyde A. Milner, Dean of Men at Earlham College since 1924, and Professor of Psychology since 1927, has been elected to the position of Dean of Guilford College and Professor of Psychology and Philosophy. Mrs. Ernestine C. Milner, Dean of Women of Earlham College since 1926, has been elected to the position of Director of Personnel Work and Vocational Guidance. The coming of Mrs. Milner makes it possible for us to offer more complete service to our students along these two important lines. She will also assist in classroom work in the social sciences.

Miss Gail Wilbur will take the position left vacant by the resig-

nation of Mrs. Dorothy Wilbur Noah. Miss Wilbur comes to us with a thorough training and extensive experience in the teaching of music, and will round up the work in our music department by adding courses in public school music. This addition will make our music department one of the strong departments in the college. In this connection we may record the outstanding work of Professor Noah in the development of the a capella choir. Their concerts, given in some of the largest cities in the state, received most favorable comment and compared favorably with the work done by nationally known choirs of a similar nature.

Mrs. Elizabeth O. Meinung will take the work in sewing and art, and so make it possible for our students to meet the professional requirements for teachers of home economics.

The faculty has actively participated in the work of the Yearly Meeting, in educational movements, and in other lines of service to those about us. Samuel L. Haworth has served as pastor for the Deep River meeting; D. Elton Trueblood has gone several times to preach in Washington in the meeting which President Hoover attends. He has also written a number of articles for religious magazines. He spoke at a number of high school commencements and gave addresses before various organizations. Edgar T. Hole, Edna Haviland, Samuel Haworth, Elwood C. Perisho, Raymond Binford and others participated in the quarterly meeting institutes, visited various local meetings and attended and participated in other religious and educational conferences. Duane McCracken made an extensive study of the labor difficulties at Marion, N. C., and Elizabethton, Tenn., and has written a comprehensive report of his investigations. John P. Anderson assisted in the Department of Mathematics at Salem College, and Dr. Wm. M. Lofton taught a class in mathematics during the second semester at Bennett College. Mr. and Mrs. Noah directed the choir and assisted in the music at the Friends meeting in Greensboro; Paul J. Reynolds directed the choir at the Guilford College Friends meeting. In these various ways and in others, not only the members of the faculty mentioned, but all of them, have striven to make their contributions to the larger life beyond the walls of the college.

Visitors

It has been the purpose of the College to keep our students in touch with the wider interests of society, both national and international, and to bring them into touch with the prominent leaders of

our times. Among the various people who have visited the college during the past year and brought messages to our students we may mention Dr. Elbert Russell, of Duke University; Dr. Henry T. Hodgkin and Joy Hodgkin, of the Pendle Hill School; Dr. Caswell Grave, former member of the Guilford College faculty, now professor of zoology at Washington University, St. Louis, Mo.; Dr. W. Clyde Allee, professor of zoology, University of Chicago, and member of the Board of Trustees of Earlham College; T. Gilbert Pearson, of the class of 1897, now president of the National Audubon Society; Dr. J. Franklin Brown, former vice-president of Earlham College and Marianna Brown, also formerly of the Earlham College faculty; Dr. W. F. Lingle, President of Davidson College; Dr. Baumgardt, astronomer, scientist, and explorer; Dr. Clarence M. Chase, professor of sociology, University of Southern California; Clarence E. Pickett, Secretary of the American Friends Service Committee, Philadelphia; Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges, New York City; Wm. C. Tabor, of Brooklyn, N. Y.; Elizabeth Marsh, Secretary of the Young Friends Board of the Five Years Meeting; Dr. H. H. Halley, Bible reader, Chicago; Wm. E. Sweet, former governor of Colorado; Robert D. Douglas, of the Greensboro Bank and Trust Company; Guy Phillips, Superintendent of Schools in Greensboro, N. C.; Rev. Ronald J. Tamblyn, of Greensboro; Tom A. Sykes, High Point; Clara I. Cox, High Point; Mrs. Cora Cox Lucas, Greensboro; Charles Ketchum, Secretary Greensboro Chamber of Commerce; Rev. Milo S. Hinckle, Greensboro; Edwin M. Steckel, Greensboro; The High Point Musical Art Club; the Euterpe Club of Greensboro; Raymond Walls, of the A. and T. College in Greensboro; the Music Art Quartet; S. O. Lindeman, Greensboro; Mrs. Bessie Johnson, Evangelist, of Burlington, N. C., and Chicago, Ill.; Rev. W. A. Newell, presiding elder of the Methodist Episcopal Church; C. W. Gold, vice-president and treasurer of the Jefferson Standard Life Insurance Company; the Hampton Quartet, Hampton Institute, Va.; Isaac Johnson, of Urbana, Ohio, Chairman of the Executive Committee of the Five Years Meeting and member of the Board of Trustees of Wilmington College; Frederick J. Libby, Executive Secretary of the National Council for the Prevention of War, Washington, D. C.; Dr. W. A. Stanbury, pastor of the M. E. Church, Durham, N. C.; Mrs. Henry Ware, Greensboro, N. C.; Dr. John R. Jester, pastor of the First Baptist Church, Winston-Salem, N. C.; Joseph M. Dixon, First Assistant Secretary of the Interior, Washington, D. C.; Mrs. Elgin Sherk, Traveling Secretary of the Student Volunteer Movement.

Attendance

Enrollment for regular academic year	299
Those who attended summer school only	11
Total enrollment for the year	310
Men	151
Women	148
Boarding students	256
Day students	43
Friends	97
Enrollment for summer, 1929	45
Enrollment for first semester	290
Enrollment for second semester	259
Graduate students	1
Seniors, including all who graduated in 1930	33
Juniors	27
Sophomores	71
Freshmen	116
Irregular	41
Special	10

The enrollment for the year is four less than for 1929, and eighteen less than for 1928. We note a considerable falling off for the second semester. There were more boarding students than in any previous year, and for the first time in many years the number of men exceeded the number of women in attendance.

Distribution of Student Hours

The table given below shows the average number of student hours and the average number of juniors and seniors majoring in each department during the past four years. The student hours are obtained by multiplying the number of students in each class by the number of times they recite each week.

1 English	584	10.2
2 History	388	28.5
3 Mathematics	387	9.5
4 French	369	7.2
5 Education	324	*
6 Natural Science	279	*
7 Religion	241	1.7
8 Biology	229	3.8
9 Chemistry	191	5

10	Economics	185	2.5
11	Philosophy	168	1
12	Physics	158	1.2
13	Spanish	140	*
14	German	131	0
15	Music	91	.7
16	Home Economics	68	3
17	Greek	51	0
18	Latin	51	0

*No major offered.

It is interesting to observe the three leading studies are English, history and mathematics, with mathematics ranking ahead of history in some years. French is still the leading foreign language, but German is gaining on it. Philosophy has been moving up in favor. During the past year it took the sixth rank.

Religion in the Classroom and the Daily Life of the College

We have declared from time to time that education and religion are one united process. Education without religion is not education. It is a leap in the dark. It is a journey to no place. Religion without education is not religion. It is the sin of negligence. It is an affront to the Maker of our minds. This is not a complete explanation of what we mean by the statement that education and religion are inseparable. They are each normal functions of human life. If one part of an organism ceases to function, sickness and death ensue. These considerations, together with a consciousness that in a Christian college it is our obligation to promote Christianity, led us to submit to the faculty the following questions: "How can you best advance Christian faith in your class work and your daily life with these students?" The replies to this question were not intended for publication, but we believe that extracts from some of them would help our friends to understand some of the purposes and ambitions of those who are directing the work of our students. The reader must realize that these extracts give a composite picture and not the complete viewpoint of individual members of the faculty.

"I have never attempted to explain how I have put Christianity into my work, but now that it has been brought to my attention I can see advantages in so expressing myself. . . . I will relate a few details as to what I give in the classroom to bring about the desired results in each individual. In the first place, singing is primarily a physical thing and cannot be accomplished to any degree

of perfection without a good physical body. I give certain daily physical exercises that must be followed before anyone can do his best work in singing. These exercises bring about the following results: better posture, correct breathing, breath control, and keep all the students in good trim so that they are able to do the work required. . . . We have a way of being very frank and truthful in our criticism of one another in our classwork. This does not have to be repeated outside of class, but we notice a change for the better in the individual very soon. The choir being a religious organization tends to build Christian character. More desirable habits are formed, such as promptness, interest in the work being done rather than the feeling that it is a duty. Rules do away with themselves, each person becomes a law unto himself as well as an aid to everyone else. Responsibility is felt for everything undertaken and a right attitude toward the better things of life is developed.

"The choir deals with religious subjects all the time, which makes it easier to give each student a spiritual inspiration from day to day. He finds a reality in song that he never knew existed before. He finds a reverence for God which prompts him to want to attend church and to develop the spiritual side of life. We add to this feeling before each choir concert by having prayer, either by the local pastor or by an individual of the choir, or by silent prayer. A concert is never sung without that feeling of Divine inspiration which is found in every song we use.

"A development of the artistic in the student is also brought about. The desire for the cheaper things of life is overruled, and the feeling for the beautiful brought out. This naturally tends to create a feeling for attainment in lives of the students and raises their ideals so that their direct ambitions in life may be on a par with what they have realized in this kind of work.

"I also try to have a perfect understanding in every way with each student taking the work, so that I may know under what difficulties he or she is working and how I can help out. My great ambition is to make each individual working with me a "Minister of Music," ready for the opportunities that are sure to come to them."

* * * * *

"I have not attempted to do much except impart the subject matter of the various courses to the classes under my instruction.

"In all of my work with students I have tried to impress upon them the importance of doing honest, conscientious work at all

times. In the blackboard work I am continually asking for neat, clear-cut work, with an explanation of all processes involved. When the work is done and explained, I insist upon each student cleaning off boards so that the lesson of thorough work is completed.

"Aside from my class work I think that our entire organization should focus its attention upon some cooperative plan to improve our college life tone.

"As a working plan to improve our Christian life, I would suggest that the college and Yearly Meeting finance a Christian worker on our faculty whose entire time would be devoted to improving the living conditions amongst us as well as assisting in the organization for Christian betterment of the Church, Sunday school, Christian Endeavor, Y.M.C.A., Y.W.C.A., and the Gospel Teams. The teams should visit and work in our meetings throughout the state some-time during the year. The proper man in charge could do a wonderful piece of work for the college and the Friends in North Carolina."

* * * * *

"The only way to build Christian character in teaching is by example and incidental suggestion. English literature, which, like the allied arts of painting, sculpture, and architecture, has turned for much of its inspiration to the teachings and incidents of Christianity. In a study of the older masterpieces . . . one has a basis for the most varied and interesting religious ideas. In teaching these, I try to emphasize the religious element as one of paramount importance in their interpretation. The simple maintenance of an attitude of respect and reverence for the religious beliefs and the sincerity of great writers and thinkers of the past is, it seems to me, one of the most important ways of interesting the students in religious things. This I try to do, and the students apparently respond to it, for they show a great interest in the religious and philosophical ideas of the different writers.

"All this does not, however, imply a narrow minded or conventional acceptance of stereotyped conceptions. On the contrary, it recognizes the various forms that religious beliefs may assume, leads the student to examine these and helps him to select and form satisfactory beliefs and ideals for himself."

* * * * *

"I believe that even as Christianity is an inseparable part of character, even so religious teaching is united with other teaching. It grows directly out of subject matter when we study literature, and there is no need of superimposing it. . . .

"It is most easy to bring the class in literature to the realization that the beautiful things in literature have moral and spiritual beauty which shines through them. No one could appreciate and teach the works of men like Milton, Sir Thomas Browne, Wordsworth and Browning without seeing that those men knew that for literature to be great it must be significant and must fill the hungry hearts of men. . . .

"Outside of class the teacher's Christianity is manifest in many ways, and I know of no better rule than the Golden Rule. I hope that I meet students as fairly and sincerely and with as great a respect for their souls and minds as my own best teachers had for mine."

* * * * *

"It is usually assumed that the development of character is one of the ultimate aims of education, and if this is true, then it is well to consider how each individual course can be made to further this aim. I believe that there should be a conscious effort on the part of the instructor to bring about this result, or it may fail wholly or in part to be accomplished.

In the teaching of languages, it is possible to include a certain amount of moral training which will aid in the formation of the pupil's character and furnish a basis for his religion. I shall set forth some phases of the work which provide this moral training.

"I consider honesty as one of the most important of all civic virtues. The language course provides an opportunity for the instructor to see that the pupil's sense of honesty is developed. It can be done by insisting that each member of the class does his own work as far as possible; by pointing out the importance of each one's thinking out his own problems for himself; by urging each one to make an honest effort in solving his difficulties before asking for aid from others or from the instructor; and by the instructor's setting an example of honesty and fairness of judgment toward all the class.

"Secondly, language courses can be utilized in the development of the will of the pupil. Here, as in other courses, it will be accomplished by the teacher's insisting upon the pupil's staying at a given task until it is accomplished; by requiring assigned work to be prepared on time and carefully checking to see that this is done; by the teacher's giving suggestions as to the right methods of study; by holding out to the pupil a definite aim in each course to which he can aspire.

“Thirdly, the pupil’s character cannot fail to be influenced by a study of the ideals and aspirations of the peoples of other nations. This is done especially in the literature courses, and to a lesser extent in the grammar courses. There is something good in every race which Americans can well afford to emulate, and we should make our pupils realize that no country has a monopoly on all the finer traits of character. These traits should be specifically pointed out in such a way as to impress the pupil. An example would be the characteristic politeness and courtesy of the French people.

“Fourthly, a study of foreign peoples should certainly give the student a more sympathetic understanding of these peoples, with an accompanying feeling of good will and fellowship toward them. This feeling, when it is extended to all peoples, will come close to real religion, and is certainly an important part of the basis of religion.

“Lastly, since a high order of thinking and a high order of moral acting are closely bound together, it is evident that any course which develops the former will also develop the latter. Much of the material of the language courses can and should by all means be made to serve this end. The selection of one form, the rejection of another, the choosing of one word to the exclusion of another, trying to secure the best way to express an idea—all these are typical examples of how correct thinking can be fostered by the language course.

“If the teacher takes advantage of the opportunities which present themselves to give to the student the moral background described in the foregoing paragraphs, it should not be difficult to go a step further and show the existence of a relationship between man and the Divine and how that relationship can be strengthened. The student will be studying man in his relations with other men, and all men in their relations with the common Father of all.”

* * * * *

“I try to encourage, in the classroom and in the laboratory, hard work, honesty, accuracy, sincerity, realization of happiness in the fine performance of a difficult task, friendly and wholesome contacts with one another and various other things which are a fundamental part of one’s religion.

“In daily life with the students, I think one’s personality, has a tremendous influence in the lives of the students. I try to live and be a part of the group as a whole, in class work hours, in play hours, in study hours and in visiting hours. Sometimes, I wonder if I am not too free with the students, for freedom sometimes breeds

disrespect and disrespect in a classroom hinders and prevents fine scholastic work."

* * * * *

"It is not my purpose to teach religion in any direct way to students. I believe that more good can come from one in my position by living Christian principles rather than by preaching them.

"In class work if I can create a wonder in the mind of the student concerning what must be back of the natural laws, I shall feel that I have given him an introduction to God. With this introduction the student may think for himself. Should he bring problems to me, I would give him my own viewpoints. I believe I could not help him find a solution to his problem in any other way."

* * * * *

"In reference to the question 'How can you best advance Christian faith in your class work,' I would say that I believe in the old maxim that 'actions speak louder than words' and that to live as consistently as possible a Christian life, is the best testimony one can give in behalf of Christian faith. This I endeavor to do.

"In addition to this I take advantage of opportunities to express my conviction based upon experience and observation that the Christian life is the normal life to live. Occasionally also opportunity is afforded to illustrate how right and truth, according to the teaching of Jesus, have triumphed and are spreading in the world in spite of oppositions of position and power.

"With reference to religious teaching and Biblical interpretation, I believe the surest and perhaps the most effective way is as nearly as possible to know the original message of the Biblical writer, and endeavor to impress it. The truth will bear its own testimony."

* * * * *

"I find the task of promoting religion in the department of philosophy an easy one. An important phase of philosophy is the philosophy of religion and the students are eager to turn to it continually. My task is that of showing them how they can be religious *and*, at the same time, modern and reasonable. In Carlyle's famous phrase, I am trying to help them to be religious 'with the consent of all of their faculties.' If I can give them a world view in which religion is a necessary element, I am succeeding.

"In psychology I show that certain religious experiences such as conversion, are realities and follow stable psychological laws. As Dean of Men I am continually having opportunities to try to change

seekers into finders. The average student, in my experience, is religious at heart, and is thankful to someone who can make his faith intellectually respectable."

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"Since Christ's Christianity means life and without it death, it is the absorbing passion of my life. It is impossible for me, therefore, to keep from bringing it into the classroom as well as in every other phase of life.

"In the beginning of my teaching, especially Ancient History, I lay special emphasis on the fact that what is said on this or that subject does not change vital experiences of life which have been revealed to us by Jesus in His teachings and life.

"Naturally in the study of any people, we study their religion and contrast that religion with Christianity.

"History is a subject which offers such a great opportunity for bringing in religion that the question is not in bringing it in but how far one is justified in carrying on the discussions which so naturally arise and the students want."

* * * * *

"I try to instill into students the practical application of the Golden Rule. I do this because I am a firm believer that it is the criterion by which all lives should be judged, and of course I try to conduct my life in all contacts with others by it, and I try to impress the fact that the world and its people would be much happier if everyone attempted to do the same thing.

"Another habit which it is always my purpose to get others to follow is the earnest wish and desire to make a sincere, thorough, and honest preparation in all the courses that they are studying. I advise them that they owe this not only to themselves, but to their relatives, who in many cases are really depriving themselves of needed things in order that they, the students, might have the advantage of a college education."

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The Centennial Program

In 1927 the Board of Trustees appointed a Centennial Committee composed of members from the Board of Trustees, the Advisory Committee, the Faculty, and the Alumni. This committee was instructed to make out a progressive program for the ten years preceding the centennial year of the college in 1937. A number of

meetings were held in 1927 and '28 and a tentative program was formed, but various difficulties prevented us from making much progress with it. In January, however, the Board of Trustees made arrangements with Edwin W. Vose to establish an office in New York City for the promotion of the interests of the college in that great financial center. This action put new vitality into the work of the Centennial Committee. They carefully surveyed the needs of the college and agreed upon certain definite objectives which are to be accomplished within the next seven years.

This program which was approved by the Trustees, the Faculty, the Alumni Association, and by our sponsors in New York City, may seem like a wild dream to some of our friends. In order, therefore, to establish a balance for this program, let us consider the achievements of the past seven years.

Seven Years of Progress

- 1924 The endowment campaign for \$375,000 was completed. The preparatory department was discontinued.
- 1925 The Men's Student Council was organized. Freshman Week was established and the survey and orientation courses was offered for freshmen.
- 1926 Guilford College was admitted to the Association of Colleges and Secondary Schools in the Southern States. The Department of Economics and Business was established.
- 1927 The college was placed on the list of liberal arts colleges, recognized by the American Medical Association. A central heating plant was built. A Centennial Committee was appointed by the Board of Trustees with members from the Advisory Committee, the Faculty, and the Alumni. The Department of Psychology and Philosophy was established.
- 1928 After several years of study, the new curriculum was adopted for the purpose of giving unity and definite objectives to the college work.
- 1929 The a capella choir was formed. The football team lost only one game out of nine played.
- 1930 An office was established in New York City to promote the Centennial Program.

The Centennial Club was launched.

Also, during the past seven years definite gains were made as follows:

1. The assets of the college have grown from \$596,000 to \$1,080,000.

2. The endowment has been increased from \$210,000 to \$590,000.
3. The enrollment has advanced from 245 to 305.
4. The income from endowment was \$12,835 in 1923. In 1930 it was \$33,539.
5. The income from students moved up from \$23,427 to \$36,186.
6. Thirty-six per cent of the alumni have graduated since 1923. The number of alumni has increased from 478 to 751.
7. The number of books in the library has grown from 8,700 to 11,600.
8. Most of the buildings have been thoroughly repaired and refinished so that they are in an attractive condition.

These are some of the achievements of a seven-year period.

What is the situation which demands a progressive movement for the coming seven years?

The progress of the past seven years has been purchased at the price of a debt of a little more than \$100,000. This was due to two factors. First, the necessity for increasing teachers' salaries just after the World War. This taxed all our power to raise endowment and increase the tuition. This was done even to the neglect of our buildings. Finally it was necessary to build a new heating plant and to thoroughly repair our buildings even though we could not, at the time, raise the money for it. In the second place, the standards of operation, required by the Southern Association, cost \$15,000 to \$20,000 a year more than our normal income.

THE SEVEN-YEAR PROGRAM:

1. The Guilford College Centennial Club organized to raise \$25,000 a year. This balances the budget, and finances the program.
2. Increase the Endowment from \$590,000 to \$1,300,000 \$710,000
3. Building Program:

Classrooms and Museum	100,000
Classrooms and Laboratories	100,000
Gymnasium	65,000
Gymnasium Equipment	10,000
Athletic Field	10,000
Stadium	10,000
President's Home	20,000
Infirmary	10,000

Shop and Store Room	2,500	
Faculty Apartments	17,000	
		<hr/> 344,500
4. Heating Plant and Water Supply:		
Additional boiler in Central Plant and Extension of Steam Lines	25,000	
Additional Water Supply and Purification Plant	15,000	
		<hr/> 40,000
5. Improvements and Repairs:		
Memorial Hall	25,000	
Cox Hall—Dormitory	10,000	
Library	10,000	
		<hr/> 45,000
6. Laboratory Equipment:		
Biology	2,000	
Chemistry	3,000	
Physics	1,000	
Home Economics	2,000	
		<hr/> 8,000
7. Museum		2,500
8. Elimination of Indebtedness		100,000
		<hr/>
Total for endowment, buildings, equipment and Improvements by 1937		\$1,250,000

Three items on this program are already under way. The first item, the organization of the Centennial Club, is urgent and imperative for the very life of the college. It should receive the support of all who are interested in preserving the investment already made and holding the ground already gained toward the realization of the ideal small, Christian college.

Under the fourth item, the extension of the steam line from New Garden Hall to King Hall, the Library, and Memorial Hall at a cost of \$9,000, is also imperative this summer.

The improvement of the library under article 5 in this program is also thrust upon us, because all available shelf room for books is exhausted. A year ago we made application to the Carnegie Corporation for assistance in building up our library. Before receiving support from them, however, it appears we must do three things. First. Double the number of stacks in our stackroom. Second. Arrange for the satisfactory heating of the library. Third. Increase our annual appropriation to the library so that we may employ an assistant librarian. The Advisory Committee and the Guilford College

Club has agreed to undertake to raise the money for the first and the third items. Two thousand dollars have been subscribed on the expense of extending the steam line to Memorial Hall.

We believe, therefore, that with the cooperation of all our friends, we shall be able to complete the organization of the Centennial Club and make provisions for a more adequate library during the coming year. Our friends in New York City have already agreed to undertake to raise \$12,500 for the Centennial Club, which leaves a like amount for our Friends in the South to subscribe.

Although the financial part of our Centennial Program is bound up with all the other phases of our work, the money is not an end in itself. Its only purpose is to make other vital things possible. In fact, the college itself exists only that we may make our contribution to the life of the next generation—that we may serve the youth we love.

Our Centennial Program calls for other activities besides those of money raising, however. Miss Ricks is already collecting historical data. Our library is rich in its collection of original sources for historical studies, but we hope to make it even more valuable along this line. We are also hoping that, before 1937, some one will write a history of Guilford College.

There is also a great deal of work projected for the perfecting of our curriculum and the improvement of our methods in intellectual training and character building.

The committees of the Trustees, the Faculty and the Alumni are all working on their centennial program for the improvement of the college along various lines.

Christian colleges can only be maintained and perfected when a large group of able men and women who, with clear vision and complete devotion, give of their lives, their time and their means to this noble purpose. Guilford College has never been a one-man college. We are anxious for men of great wealth to become interested in our undertaking and to join with us whole-heartedly for a common cause; namely, the production of a well-trained, Christian citizenship. But the college is our college. It belongs to a great fellowship of Friends, alumni and others who have studied in its halls. Let us make it satisfy our hearts' desire.

Cooperative Movements

At the last meeting of the Association of American Colleges held in Washington, D. C., a proposition for a forward, cooperative move-

ment among the liberal arts colleges of America was brought before the Association. This resulted in a conference in Chicago in March, where the need for better support of the small, denominational, liberal arts college in America and its place in American life were considered. As a result of this conference the Liberal Arts College Movement was launched for the purpose of giving wider publicity to the service which the small college is rendering to the church and to our country in the development of well-trained citizens who are highly imbued with a spirit of service to one's fellowmen.

The great universities are receiving immense gifts of money, but the small college, which in many cases is doing a much more valuable service, is too frequently overlooked because of its isolation and its inability to secure the attention of men of large means. It is the purpose of this new movement, in which Guilford College is participating, to turn the attention of men of wealth to the small Christian college, with the hope that they may thereby be preserved in the great struggle through which our educational institutions have been going in recent years.

The Board of Education of the Five Years Meeting, through the assistance of the office of the American Association of Colleges, is undertaking to make a survey of Quaker Education in America. The purpose of this survey is, in the first place, to get before ourselves more clearly the needs of our institutions; not only their financial needs, but their shortcomings in their intellectual program, their methods of character building and their spiritual power. With these needs before us we hope to lay better plans for improving our situation, and for interesting men of wealth and men of intellectual and spiritual power in our program.

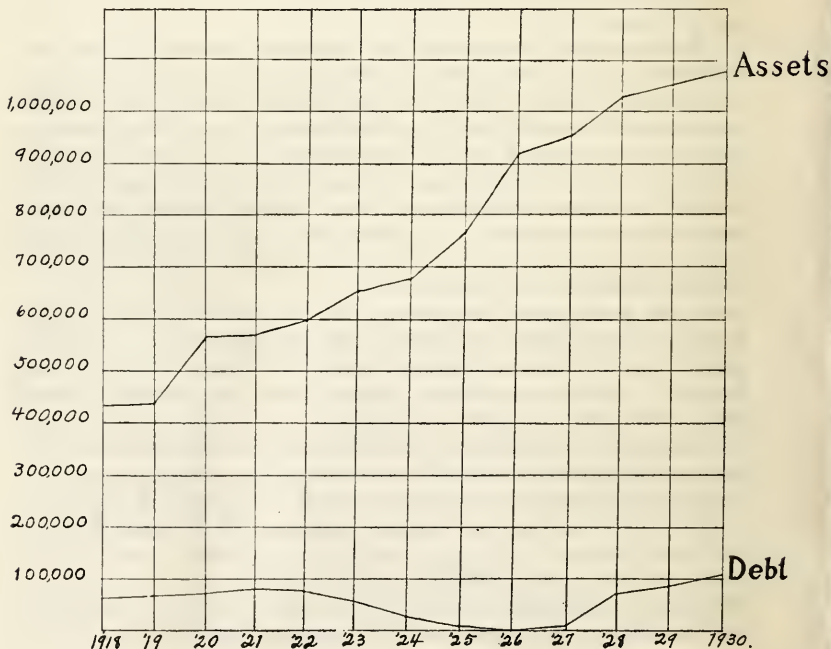
In the second place, the survey will furnish us material for the proposed All Friends Conference on Quaker Education to consider what Rufus M. Jones has referred to, as the "deeper things in education." Although the Quaker colleges have a reputation of doing some of the finest character building in our country, we feel that the time has arrived when we should get together on some method to more adequately meet the spiritual needs of our college youth.

The third cooperative movement which is in its very beginning, is some correspondence and conferences among the Piedmont colleges of North Carolina to discover whether or not there is any plan in which we can work together to bring to our students some of the advantages that larger institutions can offer, but which lie beyond the resources of the small ones. The small college has many advan-

tages over the larger institutions, but in some ways their drawing power and their scholastic service is weakened by their isolation and by competition. If some methods can be found whereby some of these handicaps can be overcome without sacrificing the advantages of the small college, I am sure our friends would all welcome them.

The Assets and Indebtedness

A consideration of the Treasurer's annual report shows a growing indebtedness which, in a time of so great a financial stress as we are now passing through, is really appalling. When compared, however, with the growing assets of the college, the picture is not entirely discouraging. The net assets of the college in 1919 were, approximately, \$365,000.00. The net assets as shown in the Treasurer's report this year are \$903,000.00. The accompanying graph shows the growth of our assets over a period of twelve years, compared with the indebtedness.



GUILFORD COLLEGE BALANCE SHEET
JUNE 16, 1930

Assets

Current:

Cash on hand and in bank	\$ 1,649.18	
Accounts receivable	5,271.97	
Bills receivable	1,193.75	
Live stock and supplies	12,778.75	
Sundry items	19.70	
	<hr/>	\$ 20,913.35

Investments:

Endowment	585,676.39	
Annuity funds (contingent endowment) .	4,000.00	
Annuity funds (dormitory)	28,000.00	
Annuity funds (real estate)	11,000.00	
	<hr/>	628,676.39

Fixed:

Land and buildings	369,500.00	
Equipment	61,394.00	
	<hr/>	430,894.00
		<hr/>
		\$1,080,483.74

Liabilities

Current:

Accounts payable	\$ 8,123.54	
Bills payable	104,675.00	
Deposits and fund accounts	4,595.29	
	<hr/>	117,393.83

Deferred:

Annuity bonds		59,200.00
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Net assets		903,889.91
		<hr/>
		\$1,080,483.74

Maud L. Gainey, Treasurer.

GUILFORD COLLEGE INCOME AND EXPENSE FOR YEAR
ENDING JUNE 16, 1930

Income

Student fees:

Biology	\$ 725.50	
Chemistry	935.75	
Economics	42.30	
Expression	80.00	
Graduation	330.00	
Home Economics	489.20	
Music	1,146.75	
Natural Science	701.70	
Physics	307.00	
Deposit and Registration	6,415.00	
Tuition	25,012.96	
	<hr/>	\$36,186.16

Endowment	33,539.67
Sundry donations	7,286.37
Non-Education departments	482.71
	<hr/>

Deficit	\$77,494.91
	<hr/>
	19,171.45
	<hr/>

\$96,666.36

Expense

Administration	15,049.15
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Instruction:

Biology	406.19	
Chemistry	801.05	
Economics	5.60	
Home Economics	225.58	
Library (books, periodicals)	830.70	
Mathematics	7.31	
Music	88.40	
Natural Science	362.30	
Physics	315.62	
Salaries	49,049.00	
Sundry	219.95	
	<hr/>	52,311.70

Maintenance:

Annuities	1,490.00	
Campus	1,359.64	
Education buildings	4,456.93	
Garage	1.88	
Insurance	1,437.93	
Interest	5,563.32	
Other expense	221.78	
	<hr/>	14,531.48

Promotion:

Financial campaign	5,490.62	
News service	389.49	
Postage	353.28	
Scholarships	2,754.82	
Student campaign (advertising, printing, soliciting)	2,113.83	
Sundry	1,084.28	
	<hr/>	12,186.32

Paid from endowment income:

College Loan Fund (loans to students)	554.10	
Cox Hall	600.00	
Ezra Meader Fund unused	22.69	
Girls Aid Fund (New Garden Hall)	466.14	
Peace Fund unused	2.84	
Scholarship Funds unused	628.02	
	<hr/>	2,273.79

\$96,352.44

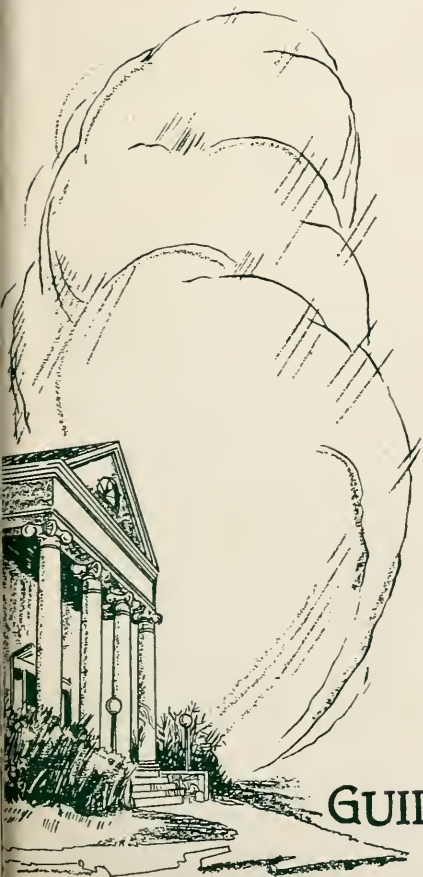
Old accounts closed 313.92

\$96,666.36

Maud L. Gainey, Treasurer.



GUILFORD COLLEGE BULLETIN



Vol. XXIII

1931

No. 4

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Today you, as a high school graduate, will think about this problem and will need to **know yourself** and to **know the colleges thoroughly** if you solve it correctly. You ought to **consult your high school teachers** about your capacity and preparation for college training. **College catalogues and bulletins** will give you some general facts about the colleges. In addition, you will want to interview the **representatives of the various colleges**, so that your own problem will receive adequate attention.

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Have you ever been curious about statements in the books you read or the facts and events you have observed? Have you wanted to test them out, to learn whether or not they were true? The modern college, with its ever-increasing library, its extensive laboratory facilities, and its trained faculty, is at your service. In its halls you may pursue studies that interest you and open up fields of new interest. You may attain high scholarship for yourself.



IN THE LIBRARY

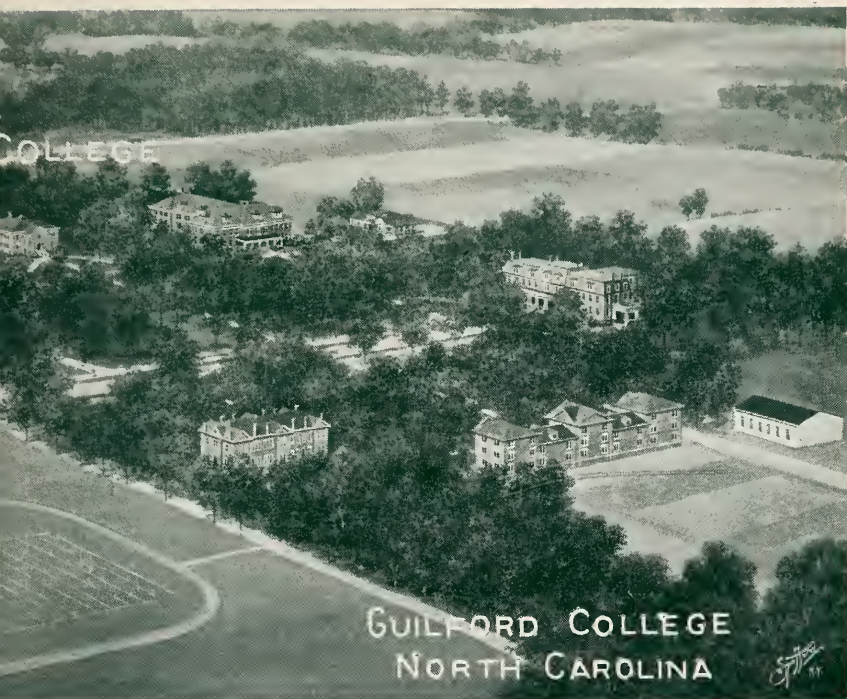


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schools encourage their students to have the background of a Liberal Arts Course, recognizing that life is much more extensive than the earning of a living.

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If you like a friendly group where each one knows everyone else, you will prefer to enroll in a small college. Letters come frequently to the administrators of the small college from former students who have attended both the large and the small college. These young men and women recommend the small college as a center of friendship.

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Expenses at the various institutions differ greatly. You will need to study not only the financial statements in the college catalogues, but also to obtain estimates on the cost of books, social life, clothes and extra fees.



LETTER MEN



HOCKEY TEAM

One should study the facilities of a college, as well as the costs of attending it. It is important to form some idea of the **equipment in proportion to the number of students**. Often an institution that looks well equipped on the surface, on account of the large number of students it admits, actually has less per student than the smaller college which seems to have rather limited equipment. The small college can often give the student the opportunity to use laboratory equipment which is not possible for the large college to allow. You want to know where you can get the most for your money. Very few people go to the cheapest hotel in a city, and comparatively few go to the most extravagant one. **Good things at a reasonable price** are what the wise person seeks.

We are particularly interested in you and your answers to these questions, and would be glad to give you further information, for so many people make mistakes in choosing their colleges.

Information About Guilford College

FOUNDED in 1837, it is the oldest co-educational college in the South. It is a member of the **Southern Association of Colleges and Secondary Schools**, and for that reason its credits are recognized by the colleges and universities of the United States.

It has a **new curriculum**, which is designed to meet the needs of today. The work has been carefully planned, so that a broad culture, which should be the possession of every college graduate, is combined with intensive study in some field of major interest.

It offers **educational courses and practice teaching**. Students are prepared for teaching in the public schools and are trained in **public school music and home economics**. Courses in **finance and business management**, as well as preparation for clerical work, are available. The resident director of **vocational guidance** will help you find your place in the great world of industry, or in the professions, or in the fields of social and religious service.

Guilford College gives training for leisure through the numerous activities on its campus; especially through the **sports**, the **A Capella Choir**, and the survey courses in music and the arts.

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THE PRESIDENT,
ON THE FRIENDLY ROAD IN GUILFORD COUNTY,
GUILFORD COLLEGE, N. C.



Finding the Way



Guilford College Bulletin

Vol. XXIII

1931

No. 5

GUILFORD COLLEGE

The Big Little College

IDEALS

GUILFORD COLLEGE is big in its ambitions for its students and its graduates. It is big in the sweep of its curriculum and the objectives laid out for the achievement of those who gather in its halls for study. It is not so big that its students get in the way of one another. We believe in a group small enough to provide opportunities for all. We live by the Friendly Road in a family circle where all may become acquainted one with another; where substantial friendships may be built up in a wholesome moral and religious atmosphere.

These are some of the ideals and ambitions on which we have been building Guilford College, and which we will continue to put into the structure of each student generation.

FINDING THE WAY

We would call your attention particularly to our plan of work as laid out in the curriculum. A working philosophy is essential to every successful and worthwhile life. Are those principles on which your life is being built well selected? Are they founded on carefully gathered information or are they just haphazard notions picked

up here and there without any careful study? Many think that college days are too short a time in which to build up an understanding of the modern world and to lay a true basis for appreciating present day life, but at Guilford College we assume that this is our most important task, and we have prepared a plan for proceeding with this ambitious undertaking. A study of the natural sciences, psychology and the social sciences (history, economics, political science and sociology), accompanied with world literature, Biblical literature and the fine arts, lay a background for the work in philosophy and religion.

BREAKING THROUGH

The spell which modern science has cast over the human mind is being broken up by a deeper plunge into the realities of human existence, and a new faith in the verities of religious con-

victions is being instilled into our modern thought. The life and teachings of Jesus have never lost their power, but some phases of modern scholarship have had a tendency to neglect them with rather unhappy results. Now, however, we are coming back to them from a new angle and with a new appreciation of their significance, so we are trying to lead our students to a better understanding and a fuller comprehension of Jesus' way of life. That is the goal of the upper, required part of our curriculum.

ACQUIRING A MASTERY

The lower part of the curriculum, which begins with one subject in the freshman year and increases to four in the senior year, is called the major and related subjects. The student is allowed to select from all the departments of the college the one in which his greatest interests lie and to work out with the professor in

THE CURRICULUM

FRESHMAN YEAR

6 Natural Science
6 English
6 Foreign Language
6 Mathematics

6 MAJOR
2 Physical Education

SOPHOMORE YEAR

6 Psychology and
Social Science
6 Literature and Art
6 Foreign Language

6 Major or Related
Subject
6 MAJOR
2 Physical Education

JUNIOR YEAR

6 Social Science
6 Biblical Literature

6 Major or Related
Subject
6 Major or Related
Subject
6 MAJOR
2 Physical Education

SENIOR YEAR

6 Philosophy and
Religion

6 Elective
6 Major or Related
Subject
6 Major or Related
Subject
6 MAJOR
2 Physical Education

that department a plan for acquiring a mastery of that particular field.

Could there be a more glorious program for the best four years of one's life than to devote one's heart and mind to a task of this kind? We invite you to study it and see whether or not you could do better than cast your lot with us for your college training.

ENRICHING LEISURE

This serious undertaking described above is accompanied with many delightful activities which give opportunities for students with various inclinations and various dispositions to find full play for their abilities and happy recreation and fellowship for leisure hours. There is the work with the **Christian Associations**; the Sunday morning **Bible school** and **Thursday evening prayer meeting**. There are the **literary societies**, offering opportunity for training in public speaking; debating, entertainment and practice in the conducting of business according to the accepted parliamentary rules. There are the **class meetings**, **interclass picnics** and **banquets**, and the **after-dinner social hours**, which add color and charm to the social life of college days. There are the college newspaper—The **Guilfordian**; the college annual—**The Quaker**; the **dramatic council** and the **debating council** which offer opportunities for literary activities both in writing and in speaking. There are the **A Capella Choir** and the **college orchestra** which give unusual opportunities for the lovers of music, whether or not they

be skilled musicians. The Department of **Physical Education** and the intramural and **intercollegiate athletics** afford splendid opportunities for mental recreation and physical development.

This, in brief, is the Guilford plan for making the four-year college course the richest years of young life.

For further information concerning courses, entrance requirements, requirements for graduation, and expenses, write to

THE PRESIDENT,
ON THE FRIENDLY ROAD
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GUILFORD COLLEGE BULLETIN

Fourteenth Summer
Session

at

Guilford College

June 2 to August 3, 1931

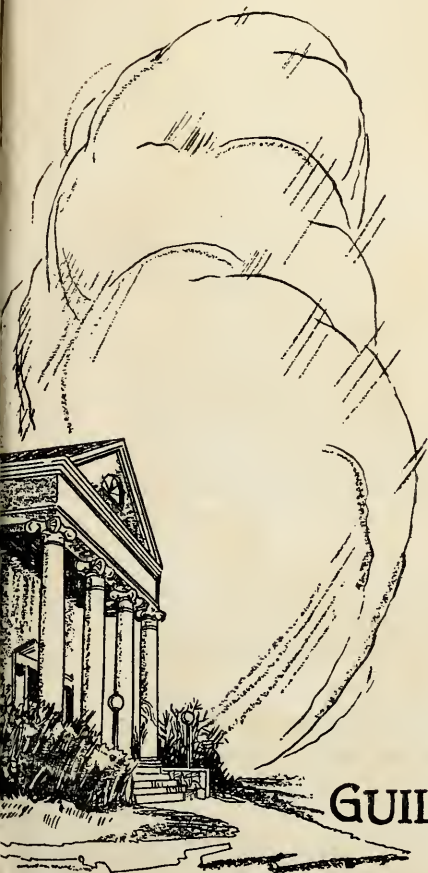
Published bi-monthly
by
Guilford College
On the Friendly Road
in Guilford County
North Carolina

Vol. XXIII

1931

No. 6

GUILFORD COLLEGE, N. C.



ENJOY A PLEASANT SUMMER OF STUDY

THE beautifully shaded campus of Guilford College affords a cool and quiet environment in which academic work can be carried on with real pleasure.

The classes are small, which makes possible individual contact with the professors and which gives ample opportunity for the student to develop his own projects under expert guidance.

GAIN STANDARD COLLEGE CREDIT

The curriculum of the summer term is so planned that a semester's, and in some cases, an entire year's course, is adequately covered. Guilford College has one summer session of nine weeks; thus a class reciting every day of the week fulfills the requirements for a semester's work. The student is allowed to take a maximum of ten hours credit.

THREE OBJECTIVES OF SUMMER SCHOOL

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.

2. To give to teachers courses that lead to certification.

3. To contribute cultural courses to that rapidly growing number of adults who are eager to keep abreast with modern educational movements. Thus the faculty hopes to contribute to the life of the community and to continue to share with the alumni and former students the best developments in the educational world. The following special courses will be given to carry out this objective:

THE NOVEL: A reading of eighteen to twenty of the greatest novels ever written in the English language, with lectures presenting the historical background out of which these arose.

THE APPRECIATION AND INTERPRETATION OF POETRY: A careful study of 100 to 150 of the greatest poems of our language, with attention to the manner of interpretation and methods of teaching students to appreciate poetry.

CHILD PSYCHOLOGY: This course is given to meet the increasing interest in and need of understanding child life. It will show the factors underlying behaviour and will point out methods of obtaining mental health for the individual child.

TWENTIETH CENTURY PROPHETS: This is a Seminar course meeting twice a week to consider the intellectual and spiritual background for our present day. Special attention will be given to Dr. Albert Schweitzer, Mahatma Gandhi, and Toyohiko Kagawa.

OTHER COURSES WILL BE OFFERED IN THE FOLLOWING SUBJECTS

1. **SCIENCE GROUP:** Biology, Chemistry, Geography, Mathematics, Hygiene, Physical Education.
2. **SOCIAL SCIENCE GROUP:** Citizenship, Education, History, Psychology, Sociology.
3. **LANGUAGE GROUP:** English, German, French.

Courses in the above fields will be given upon the request of five or more students.

LIVING ACCOMMODATIONS AND EXPENSES

Young men live in Cox Hall and young women in Founders Hall, and all eat in the dining room in Founders Hall. Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus, however, offer adequate opportunity for exercise and recreation.

The expenses of a summer school student are approximately ten dollars a week, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition, \$4.00 a credit hour; Board, \$45.00; Room, \$10.00. Students wishing laundry done at the College may obtain this service for five dollars for the session.

FACULTY

CLYDE A. MILNER, Dean of the College, *Director of the Summer Session.*

PHILIP W. FURNAS, *Professor of English.*

DR. ELWOOD C. PERISHO, *Professor of Geology.*

DR. WILLIAM L. LOFTON, *Professor of Chemistry.*

E. GARNESS PURDOM, *Professor of Physics.*

ERNESTINE COOKSON MILNER, Associate Professor of Psychology,
Dean of Women.

ELIZABETH C. BRUCE, *Associate Professor of Home Economics.*

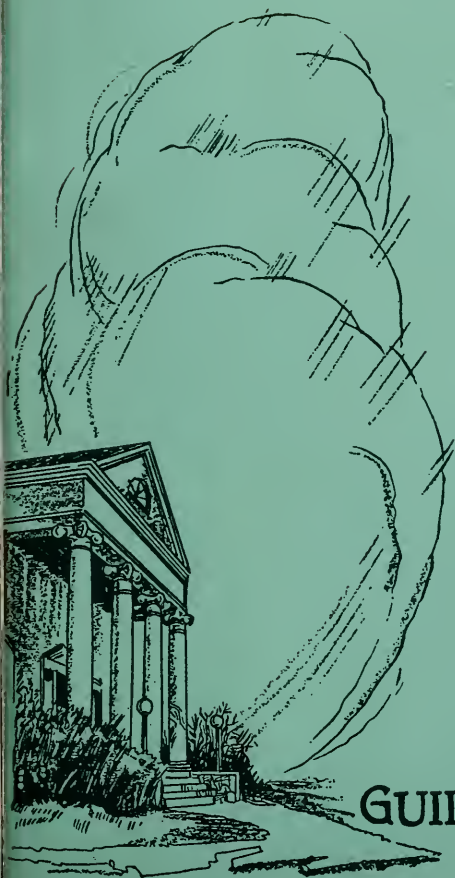
J. PAUL REYNOLDS, *Instructor in Biology.*

W. H. CUDE, *Instructor in Education.*

MARI LOUISE HUTH, *Instructor in German and French.*

V. 23 No. 4

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GUILFORD COLLEGE
CORDIALLY INVITES YOU
TO ATTEND ITS NINETY-FOURTH
COMMENCEMENT EXERCISES

MAY 29-JUNE 1
1931

MEMORIAL
HALL

*"Beholding
the
bright
countenance
of
truth
in
the
quiet
and
still
air
of
delightful
studies."*

—Milton

¶ As the larger educational institutions of the country continue to grow and become more and more unwieldy, the necessity for small, well balanced, liberal arts colleges becomes more apparent.

¶ Size is not a criterion for quality—a generalization which is as true of colleges and universities as it is of automobiles and individuals. A small car is more practical for the average person than a 12 or 16 cylinder limousine. A man of medium size has a better opportunity for a wholesome life than the seven foot giant.

¶ A well known educator of the North who now lives in North Carolina made this statement in an unsolicited letter to Guilford College: "The history of Guilford College is, indeed, an honorable one and I want to see it forge ahead. I hope to see my children attend there sometime."

¶ The fact that this same attitude is widespread among the alumni and friends of Guilford, affords the institution a solid foundation upon which to build the finest Liberal Arts College in the South. A welcome awaits you on the campus of your college. Let us make the Commencement of 1931 an occasion worthy of the notable achievements of the College.



